

A Guide to



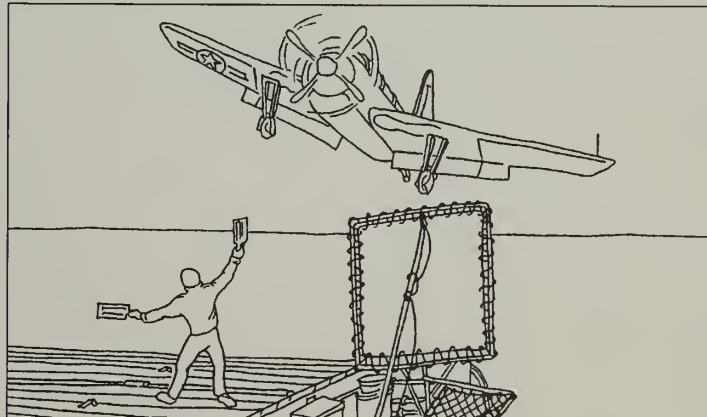
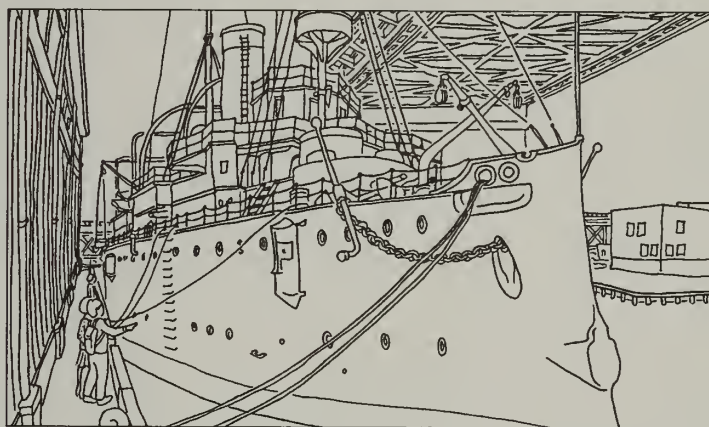
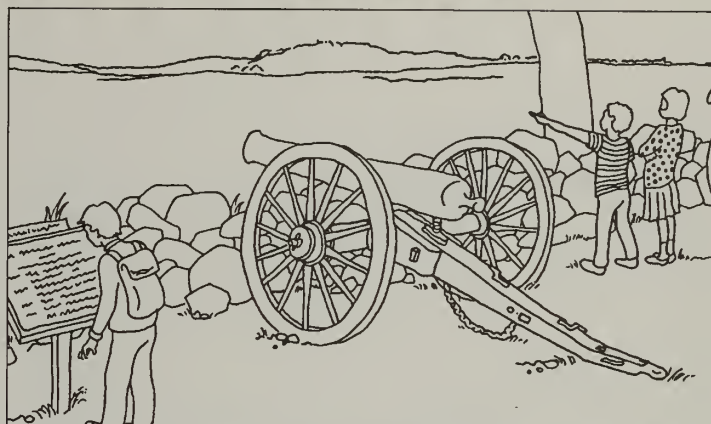
FEDERAL  
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# AMERICAN DEFENDERS OF LAND SEA & SKY

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A Resource for Teachers,  
Parents, and  
Other Educators

As the Nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally-owned public lands and natural and cultural resources. This includes fostering wise use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of our national parks and historical places, and providing for the enjoyment of life through outdoor recreation. The Department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The Department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. Administration.



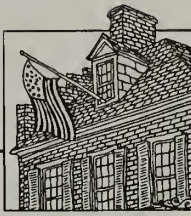
A Guide to  
**American Defenders of  
Land, Sea & Sky**

By Patricia A. Bonner, Ph.D.

*A Resource for Teachers, Parents, and Other Educators*

U S. Department of the Interior • National Park Service  
Cultural Resource Stewardship and Partnerships  
Heritage Preservation Services  
Washington, D.C. • 1996





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# Acknowledgements

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The creators of *American Defenders of Land, Sea & Sky* wish to thank Patricia A. Bonner for developing this Guide. Dr. Bonner's special interest in making history relevant to the present day lives of students is reflected throughout the suggested activities. She currently is serving as Executive Director of *EconomicsAmerica* of Michigan, a non-profit organization committed to strengthening the state's K-12 economics education programs.

Mary Bandziukas, Cultural Resources Program Manager, Legacy Resource Management Program, Department of Defense, provided valuable ideas for activities, all of which will enhance the usefulness of the Guide for both parents and teachers.

Helen Beyers, Librarian (Children's Books), Howard County Public Library, Columbia, Maryland, suggested many of the items in the annotated reading list, *Books for Young Persons to Read*, that appears in this Guide.

This Guide was designed and produced by Judy Wagner and Steven Fowler of Great Graphics!, Virginia Beach, Virginia.

Finally, it should be noted that teachers, parents, and volunteer educators may reproduce Roxie Munro's illustrations together with the accompanying brief histories for non-profit educational purposes without penalty.



## Foreword

Because of their exceptional significance in American history, more than 2,000 historic properties (buildings, structures, sites, objects and districts) have been designated National Historic Landmarks. These special places can serve as invaluable resources for studying our nation's people and events. Landmarks are proof of and a "physical backdrop" for our nation's past. Landmarks are also historical antecedents; what we have done in the past can be linked to what we are doing now and will probably continue to do in one form or another, in the future.

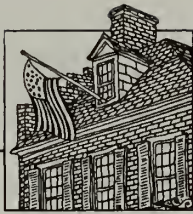
The majority of the historic places featured in *American Defenders of Land, Sea, & Sky* are National Historic Landmarks. All reflect our country's military and political history for a period of almost 200 years. The book should be viewed as a tribute to our national resolve and spirit. But rather than simply congratulate ourselves for jobs well done, *American Defenders of Land, Sea & Sky* is designed to encourage the study of broad and recurring themes and issues within our nation's history. For example, the origins of conflict; our leaders' responsibility in authorizing military action; the development of weapons technology; negotiations for peace to end war; the building of commemorative monuments; and the effect of war itself on society at large.

For every military action in which America has participated, political, social and economic issues have played a contributing role. Thus, while *American Defenders of Land, Sea & Sky* is presented chronologically by names of wars in the context of nation-building, the activities in the Teacher's Guide are divided by issue. This organization provides an analytical framework for classroom discussion concerning human conflict.

An equally important goal of the *American Defenders* book and this guide is to stimulate students' interest in preserving those cultural resources that reveal the past and predict the future—to look around and see themselves as both keepers and creators of this nation's history.

Kay Weeks





## Using This Guide

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The topics, activities and resources suggested in this guide are appropriate for a broad range of grade levels. The goal of this book is to stimulate the educator's creativity in presenting a host of issues that relate to the National Historic Landmarks and other great places featured in *American Defenders of Land, Sea & Sky*. It is expected that the educator will select and, when necessary, adapt the activities and discussion to fit the level of knowledge and abilities of the young people using the book. Many activities offer opportunities to integrate history with other subject areas, for example, geography, language arts and technology. These connective subject areas are provided in brackets at the end of each activity.

This guide (and the theme categories within) is not designed to suggest a complete unit of study; rather, it provides ideas for creative use of the book by the diverse educators of our youth (i.e., teachers, adult volunteers, and parents). Use of additional historical materials, and a variety of other media, field trips, and guest speakers is encouraged.

Limited additional copies of this guide may be obtained, subject to availability, by writing to:

Heritage Preservation Services  
Attn: American Defenders of Land, Sea & Sky  
P.O. Box 37127  
Washington, DC 20013-7127

## About the National Historic Landmarks Initiative

The National Historic Landmark program was created in 1935 by the U.S. Department of Interior's National Park Service so that our nation's most significant properties might be acquired and included in the National Park System. Over the years, it became apparent that having the Federal government acquire and maintain all of these properties would be very costly and impractical. So although some Landmarks are included in the Park System, the vast majority are privately owned or administered by other agencies or entities.

Today, the well-being of National Historic Landmarks depends on many factors: how changes in property use are handled, what effects acts of nature have, how developers approach the historical value of landmarks, and whether an owner has the commitment and financial ability to maintain and preserve the property. To encourage and support their preservation and restoration through the National Historic Landmarks Initiative, the National Park Service:

- offers technical advice and information on preservation
- provides Federal tax incentives for rehabilitating income-generating historic properties

For the general public interested in maintaining, preserving, rehabilitating, or restoring a historic property, many of the materials developed by Heritage Preservation Services may be purchased through the U.S. Superintendent Documents. To order a free catalog, *Caring for the Past: Historic Preservation Publications*, write to:

National Park Service  
Heritage Preservation Services Information Desk  
P.O. Box 37127  
Washington, DC 20013-7127

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## Suggested Activities

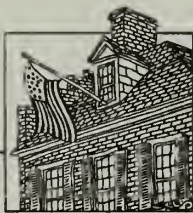
When studying America's past, recurring themes and issues surface. These common threads provide the organization for the activities that follow. The educator is encouraged to draw out commonalities and relate them to events today in the community, the nation and throughout the world. The impact of past events highlighted in *American Defenders of Land, Sea & Sky* can be found daily in the print and broadcast media. Examples of history being repeated are also abundant. What we learn from our past and present will help us predict and influence our future.

### *The Roots of Conflict*

Whether a brawl between two neighbors, a riot in the streets or a war between nations, the fundamental root of conflict is the desire for power—political, social or economic. People fight for independence and political rights. People fight over land and natural resources. People also fight to defend their territory against domestic and foreign invaders.

#### **Lexington Green, Independence Hall**

- The American Revolution was fought for liberty, but economics was clearly another motivator. Ask students to search for examples of the economic issues that helped ignite passions for change. Clues are words such as *debt*, *taxes*, *depression*, and *unemployment*. Point out that some historians have suggested the war was also a means for the American power class to gain control of the *wealth* in the continent from the British. [civics, economics]
- Three taxes infuriated American colonists: the Sugar Act of 1764, the Stamp Act of 1765 and the Townshend Acts of 1767. Assign each Act to a group of students. Assuming the persona of the colonists affected—legislators, merchants and consumers—have them report to the class their views. Why were some of the British irritated? [civics, economics]
- In 1773, British Parliament granted the nearly bankrupt East India Company a monopoly on the shipment of tea to the colonies. Select colonial merchants loyal to Great Britain were given the tea business undercutting other American merchants. Define a monopoly and identify examples that exist today—e.g., utility companies, cable companies. Ask an attorney or economist to visit class and discuss the pros and cons of monopolies. How does our government try to eliminate monopolies and where they exist, insure they operate fairly? [civics, economics, language arts]



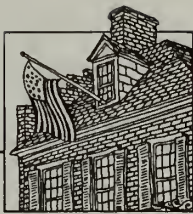
**USS *Constitution*,  
Plattsburgh Bay,  
Chalmette Unit  
(Jean LaFitte National  
Historical Park)**

**Fort Leavenworth  
Military Reservation**

**Alamo, Fort Point  
National Historic Site**

- Using a video camera, prepare reports on key events that led to the British march on Concord, Massachusetts and “the shot heard round the world” as they might be covered in a modern day newscast. Include on-the-scene reports from witnesses, interviews of military personnel, casualty lists, plus an analysis of the impact of events. [mathematics, language arts]
- Rebellion against government and authority in America’s early years was not limited to the fight for freedom from Britain—the colonies experienced internal conflicts. Divide into teams and research the factors that led to uprisings such as Nathaniel Bacon’s Rebellion in Virginia, the Paxton Uprising and Whiskey Rebellion in Pennsylvania, Leisler’s Rebellion in New York, the Regulator Rebellion in North Carolina and Shay’s Rebellion in Massachusetts. What were the common catalysts? Write short paragraphs explaining the reasons and drawing parallels with current rebellions in our nation. [civics, economics, language arts]
- At the beginning of the 1800s, America had an interest in expanding north and south. How were the 1807 Embargo Act and actions of Tecumseh, a young Shawnee chief, used to fan anti-British sentiments and justify a war. Write brief news stories for a class newspaper that explain the stated and possible unstated reasons for present day conflicts. Are some rationales more acceptable than others? Under what circumstances might people change their views? [civics, economics, language arts]
- Mark the sites of Forts Leavenworth, Snelling, Atkinson, Scott, Gibson, Smith, and Towson on a map. Then mark the major east-west trails used by settlers: The Santa Fe Trail, the Old Spanish Trail, the Oregon Trail, the Mormon Trail, and the Oxbow Route. Who established these particular trails and why? Hints: topography, weather, gold, food and water. How did efforts to open these trails help incite the Indian Wars? What is the relationship between the forts and the trails? [economics, geography]
- Have students prepare charts that summarize the territorial expansion of our country between 1803 and 1853. List the territory; year it was added to the United States; the area in square miles; how it was acquired; the natural resources; and the Indians who lived there. [civics, economics, geography, mathematics]





**USS *Monitor*, Port Hudson Battlefield, Watervliet Arsenal, Gettysburg National Military Park**

- In 1847, the Old St. Louis Courthouse (now Jefferson National Expansion Memorial, NPS) in St. Louis, Missouri, was the place where Dred Scott sued for his freedom and lost. In a second trial, Scott won, but the verdict was overturned by the Missouri Supreme Court in 1852. Other trials led to the 1857 Supreme Court decision against Scott. Prepare a series of radio news reports—one for each trial—that summarize the issues addressed and the judicial decision. How did the Dred Scott debate and ultimate decision hasten the start of the Civil War. [civics, language arts]

**Mare Island Naval Shipyard (Drydock 1), USS *Olympia*, Government House, and Tampa Bay Hotel**

- Draw a map that shows the islands under Spanish control in the late 1800s. Highlight those that are now U.S. possessions and territories. [geography]
- Prepare exhibits that present the resources, culture and other characteristics of U.S. possessions and territories. How do we benefit from these relationships? What are the benefits to the residents of these possessions and territories? What are the drawbacks? [civics, geography, economics]

**Korean War Veterans Memorial**

- The Korean Conflict ended where it started—near the 38th parallel. At home, the war led to a massive call to build up our conventional and nuclear forces that President Eisenhower would later label “the military-industrial complex.” How did America’s participation in Vietnam grow out of the Korean Conflict? What other, more recent, events in Korea can be traced directly back to this inability to reach final resolution of the Korean problem? [civics]

## *Resolving Conflict*

Non-violent alternatives to military action and terrorism exist. People and nations create institutions and processes that can help resolve disagreements and maintain peace—for example, our courts, treaties, and the United Nations. Other options include civil protest and disobedience. Nations apply economic pressure through boycotts and barriers to trade.

**Lexington Green, Independence Hall**

- The boycott of English goods was a tool colonists used to express dissatisfaction. Create a bulletin board showing examples of more recent boycotts. Hints: California grapes, tuna, fur coats, imported clothing, investments in South Africa. Why are some of these efforts more effective than others? [civics, economics]



- Like most political documents, the Constitution required negotiation and compromise. While there was near unanimity that a federal government was needed, there was disagreement on the structure of this government, more specifically, how states would be represented in Congress and whether slavery would be permitted. What compromises eventually resolved these two difficult issues? Identify a current political issue requiring legislation and the reasons people support and oppose the bill. Challenge students to find a compromise that the majority can accept and send their solution to legislators. [civics, language arts]
- Invite local or state legislators to visit the classroom and discuss the trade-offs faced in the legislative process. How is information gathered to insure they represent the will of the people? How have they handled those occasions when their personal viewpoint differed from that of the general public? What was the impact of their decision? [civics]

## **The Octagon House**

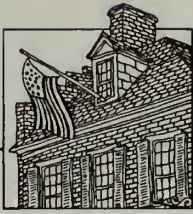
- The Treaty of Ghent ratified existing boundaries between the U.S. and Canada that later led to the demilitarization of the Great Lakes. The Oregon Territory in the Pacific Northwest was placed under joint American-British control for ten years. Draw a map that shows the borders of the U.S. and its territories as a result of this peace agreement. How do treaties help us avoid future conflict? [civics, geography]

## **Fort Leavenworth Military Reservation, John Ross House, Fort Robinson & Red Cloud Agency, Carlisle Indian School**

- The Five Civilized Nations (Creek, Cherokee, Choctaw, Chickasaw, and Seminole) based their political system on U.S. Constitutional principles. The Cherokee later tried to use the U.S. Court system to contest removal from their land and to establish an Independent nation. Compile art and news articles that tell the story of the Cherokees' efforts to fight using the rules of the white man. [civics, language arts]
- Divide students into small groups and research some of the treaties in American History. What is the purpose of a treaty? How and where are treaties ratified today? Does a treaty always signal the end of differences between countries and people? [civics]

## **USS Monitor, Port Hudson Battlefield, Watervliet Arsenal, Gettysburg National Military Park**

- Henry David Thoreau's 1848 writings on injustice in "Civil Disobedience" deeply influenced Mahatma Ghandi in his efforts to overthrow British rule in India. In turn, Ghandi influenced Dr. Martin Luther King, Jr.'s philosophy of nonviolent resistance. Use the film "Ghandi" and special readings to learn more about these three men and their approach to injustice. Contrast their philosophy with others such as Malcom X. [civics]



- Women's desire for equal rights generally took a back seat to the abolitionist movement preceding and during the Civil War. At the end of the war, the "ladies" wanted attention turned to a woman's right to vote. Calling themselves political prisoners, American suffragettes copied the militant tactics of the British to sway public opinion—they marched in front of the White House, chained themselves to buildings, went on hunger strikes, blew up mailboxes and burned buildings. Look for recent examples where these tactics have been used and evaluate their effectiveness. [civics]

### **Hickam Field, Trinity Site**

- Germany and Japan were considered bullies mistreating people and nations. Military conflict and the atomic bomb finally stopped their aggressive behaviors. How do we or could we handle a different kind of bully—those that exist in our local communities—without violence? Create a process—a student court or arbitration board—to handle disputes at school. [civics]

### **The White House**

- One of the three primary goals President Franklin Roosevelt had for the Yalta Conference in February 1945, was the establishment of the United Nations. In what ways does the UN try to keep the peace? Where has the UN been most successful? When do international efforts tend to fail? [civics, economics, geography]

### **Independence Hall, National War College, Pentagon, Trinity Site**

- Research alternatives to military action in resolving conflict among people or nations; for example, blockades, protest, civil disobedience, boycott, terrorism, arbitration and mediation. What are the advantages and disadvantages of each? Are some more appropriate for international disagreements? Which might be useful in life's "smaller" conflicts, such as a dispute with a shopkeeper or a neighbor? [civics, economics]

### ***Friend or Foe***

Relationships between nations, like relationships between individuals, are complex. One event can turn friend to foe and vice-versa. Incentives for alliances can be found in an assortment of social, political and economic concerns. Success in conflict and the maintenance of peace often depends on understanding these motivations and how important they are to others.





**United States Naval Academy (Crypt of John Paul Jones)**

**USS *Monitor*, Port Hudson Battlefield, Watervliet Arsenal, Gettysburg National Military Park, Andersonville National Historic Site.**

**National War College (Fort McNair), Pentagon, White House**

- Just thirteen years before the American Revolution, English colonials in America were celebrating their role in helping Britain win the French and Indian War. Why would a former enemy of with a king—not particularly sympathetic to democratic causes—ally itself with the colonists? Hints: revenge, a chance to reclaim territory lost and new trade. What are some modern-day examples of foes becoming friends? How are the motivations the same or different? [civics, economics]
- Have students highlight on a map of North America the land controlled by the British and French before 1756 and how control had changed by the 1763 signing of the Treaty of Paris. [geography]
- Create a map that illustrates how the Compromise of 1850 altered the boundaries of the United States? Use different colors to distinguish free states from slave states. Draw a special line that shows the states that joined the Confederacy. [civics, geography]
- Create a historical web showing allies and enemies in World War I or II. Begin by cutting out circles that represent each participant. Use different size circles to represent the relative strength of each. Cut circles in half for nations that are divided by internal struggles. Lay the circles on a flat surface using paper arrows to illustrate who fought who. As alliances develop, place the smaller circles inside larger circles. When the web has been completed, attach the pieces to a poster or have students use a computer graphics program to illustrate the complex relationships of the historical period. Identify the economic and political motives that forged these alliances. [economics, geography]
- German soldiers captured during the war were sometimes transported to POW camps in the United States. Some of the communities where they were brought—for example, those in Pennsylvania—had originally been settled by German immigrants. POWs were forced to work on farms and in orchards to help compensate for the labor shortages. How do you think the prisoners and members of the local community felt about these camps? Read a book that tells more about these prisoners held so far from home. [civics, economics, geography]



- Another group imprisoned on American soil during World War II were Japanese Americans. Why did our nation take this action against its own citizens? Why weren't persons who had immigrated from other enemy nations similarly interned? Could something like this happen today? Research the efforts of Japanese Americans to be compensated for their losses as a result of our government's actions. [civics, economics, geography]

### **Pentagon, Trinity Site**

- Formal surrender ceremonies to end World War II were held on September 2, 1945 aboard the USS *Missouri* in Tokyo Bay. Who were the participants and signatories? Research the part they played in the war. Examine the significance of a popular photo showing the emaciated General Jonathan M. Wainwright and General Douglas MacArthur embracing. [civics]

### **Launch Complex 33 (White Sands V2 Launching Site)**

- Scientists who worked on Germany's V-2 rocket program during World War II came to the U.S. to work on our rocket program after the war. What might motivate these scientists to work for two nations that were bitter enemies? [civics, economics, science]

### **Westminster College Gymnasium**

- Research the election of Joseph McCarthy to the U.S. Senate in 1946 and the furor he created with his list of known communists. What do you think he hoped to achieve with this claim? How did the news media help his claims gain credence and later, expose him? Seek examples in today's media where a person or persons have been portrayed unjustly in a negative light. Write letters to the media expressing your concerns. [civics, language arts]

### **Korean War Veterans Memorial**

- In contrast to previous wars, U.S. participation in the Korean Conflict was under the flag of the United Nations. What fifteen nations responded to the UN Security Council's vote to send troops into Korea to stop the aggression? (All of these nation's names are inscribed at the memorial in Washington, D.C.) Find these nations on a map and discuss the common interests that brought them together. What are the pros and cons for a nation responding as part of a UN Force today? [civics]

### **Winners and Losers**

History has taught us that success in conflict requires a combination of human and physical resources. Strategy and a commitment to winning are just as important as the number of people who fight, the amount of money and the type of weapons. How we treat "losers" in conflict can also influence whether we will be "winners" in the long term.



### **Lexington Green, Fort Ticonderoga, Cliveden**

- To illustrate the spread of the Revolutionary War throughout the colonies after Lexington, post a map of the U.S. Discuss military and political events that followed Lexington and have students decide whether each piece of history helped or hurt the American cause. Direct students to pin small colored flags on a map that indicate the date and event. The color of the flag can represent whether the event was favorable, unfavorable or had mixed results. [economics, geography]
- Link common elements of the Revolutionary War and a modern-day war, such as the Vietnam Conflict. Using a documentary on the more recent conflict, respond to these questions: Which side was considered the dominant power with respect to money, weapons and military training? Why did the perceived weaker side win? How did formal military training end up being a disadvantage? [economics]

### **Independence Hall**

- On a current map of the United States, mark the boundaries of the states that gained liberty as a result of the Revolutionary War. Mark territories that were still controlled by other nations. [geography]

### **Fort Leavenworth Military Reservation, John Ross House, Fort Robinson and Red Cloud Agency, White House, Pentagon**

- Read two books about Native Americans—one which chronicles life on a reservation and another which tells of life before the reservations. How did the lives of Indians change after they were moved onto reservations? [civics, economics]
- Ask an expert to visit class and give a presentation on Native American culture and history. Then view film clips that portray Native Americans and critique them for accuracy. In recent films, American Indians have sometimes been able to eliminate inaccuracies and stereotypes. How have they accomplished this goal? Hints: refusal to take on demeaning parts; participation in film projects as writers, actors, directors and advisors; and the funding of projects. What other groups in America have used similar tactics to achieve more realistic representations? [arts, civics, geography, language arts, science]
- Invite a panel of experts to discuss current issues facing Native Americans on and off the reservations; for example, land ownership, fishing rights and the establishment of gambling operations. After hearing the different views, have students prepare a short paper taking a position on one of the issues. [civics, economics, geography]





**USS Monitor, Port Hudson Battlefield, Watervliet Arsenal, Gettysburg National Military Park, Andersonville National Historic Site, National War College (Fort McNair)**

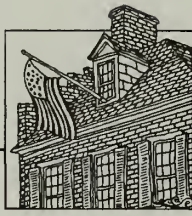
- When South Carolina voted to secede from the union in December 1860, the North appeared to have the upper hand with its resources: armaments, a combat age population, factories, transportation, and food. But the South could not be overlooked, considering its familiarity with the terrain, military training, fighting experience, willingness to fight and strong desire to win. Have students identify and categorize resources—either human or physical. What strategies did the North use to reduce the resources available to the South? Hints: blockades, burning crops. [economics, geography, science]
- Compare and contrast the stipulations of the Treaty of Versailles (WWI) with the formal agreements following the surrenders in Europe and Japan (WWII). Discuss their impact on later history. Based on these examples, have students develop a list of principles they would use as victors to help insure peace after conflict. Were these principles applied in other American conflicts and what was the result? [civics, economics, geography]
- What common thread connects the Reconstruction Act following the Civil War and the Marshall Plan after World War II. Was it altruism or something else that led to the efforts to rebuild? Restoration of capitalism in Europe or sale of American goods and services? What are some more recent examples of where we have taken this approach? Evaluate the effectiveness of these plans. [civics, economics]

## *People Have Rights*

During the American Revolution and the Civil Rights Movement of the 1960s, conflict was spurred when a group of people felt they had been denied the rights given others. Conflict can also lead to a loss of rights as evidenced by the treatment of war's prisoners and "losers." Nations establish laws and codes of conduct in an attempt to protect the rights of citizens at home and abroad.

## **Independence Hall**

- To the framers of the Constitution, participation in the new democracy was viewed as a tremendous responsibility. After studying the laws and customs of the period, have students divide into groups representing various factions: property owners, poor whites, women, Indians and Blacks—free and slave. Debate who should be given the right to vote. Evaluate the wisdom of this position for the time period. [civics, language arts]
- The 1786 Massachusetts' response to Shay's Rebellion was the Riot Act. Written by radical revolutionary, Samuel Adams, the Act allowed authorities to jail anyone without a trial and established death as the punishment for revolt. Explore the irony of Adams' role as part of the new republic's establishment. Find news stories of current political figures who have changed their position once in power and analyze possible reasons for these reversals. Are these actions more justifiable in some cases than others? [civics]



**USS Constitution,  
Plattsburgh Bay,  
Chalmette Unit (Jean  
LaFitte National  
Historical Park)**

- Study the first ten amendments to the Constitution—the Bill of Rights—approved in 1791. Ask each student to list in order of importance what they believe are the five most significant rights and provide reasons for the choices. Prepare a brochure that uses simple terms to explain these rights to prospective Americans. [civics, language arts]
- Imagine living in the early 19th century and being rounded up by a British “press gang” and made to serve in the British Navy. Research the international documents that specify how people are to be treated in war today. As a class, prepare a list of acts that are considered human rights violations. How do we attempt to deal with those who fail to follow the international directives? [civics]
- Families and schools also have codes of conduct. Ask students to identify acts they view as a violation of another person’s rights. Establish a code of conduct for home or school. [civics]

**The White House,  
Octagon House**

- To retaliate for the American burning of government buildings in Canada, the British set fire to the White House. One particular federal building—the U.S. Patent Office—was spared when a American official told the British they were vandals and cautioned them against torching it. Examine whether people at war would generally honor a request such as this? Why or why not? Research how the Hague Convention and Geneva Convention mandate the protection of cultural and historically significant objects during war. [civics]

**Fort Leavenworth  
Military Reservation,  
John Ross House, Fort  
Robinson & Red Cloud  
Agency, Carlisle Indian  
School**

- Moving Indians who lived in the East to the West was begun under President Jefferson, continued under James Monroe, and strengthened under Andrew Jackson in the 1830s with the Indian Removal Act. Indians referred to the result as “The Trail of Tears. What similarities exist between this policy of “removal” and other harsh treatment of people by nations past and present? [civics, geography]
- Seek out news stories on the creation of separate educational programs for specific groups of students by gender, race, ethnicity and ability to learn. Invite a panel of persons representing different viewpoints to share their reasons for supporting or opposing this approach. Ask students to prepare a written summary of the pros and cons. [civics]

**Port Hudson  
Battlefield, Fort Des  
Moines Provisional  
Army**

- Read biographies on African American and other minority heroes who participated in American wars. Prepare a bulletin board with their pictures and a short description of their accomplishments. Why would these individuals be willing to risk their lives for rights they were often denied? [language arts]



### **Watervliet Arsenal**

- Why might boys and girls make the bullet cartridges at Watervliet Arsenal? Hint: shortage of men, tiny fingers, family financial needs. What are some other examples of children participating in production and/or war? What laws do we have today that protect children? How do Americans attempt to influence what we view as the exploitation of children in other parts of the world? Hint: boycotts, economic development programs, trade sanctions. What are the advantages of each action and the likelihood of success? [civics, economics]

### **The National Museum of Health and Medicine, Andersonville National Historic Site**

- Compare and contrast the treatment of hostages, POWs, and MIAs today to treatment in past prison camps, including Manzanar, where Japanese Americans were interned in World War II. What factors influence the treatment of prisoners? Hints: social custom, general availability of food and medicine, international agreements. [civics, economics, health, science]
- Research the United States Sanitary Commission established during the Civil War and the women who founded it. What is the relationship between this organization and the American Red Cross? How do neutral parties such as the Red Cross help us avoid repeats of tragedies such as that at Andersonville? [civics, health, science].

### **Pentagon, White House**

- On August 14, 1941, Roosevelt and Winston Churchill secretly met on a warship stationed near Newfoundland. Have students write essays that state under what circumstances during a conflict, if any, are political and military leaders justified in keeping information from the public? Do citizens have the right to know the number of troops and weapons used? Must citizens be told in advance that there will be an attack? [civics]

### **Hickam Field, USS *Utah*, The White House**

- President Roosevelt asked Congress to declare war after the attack on Pearl Harbor. What was the significance of this act? What was the role of the President and Congress in more recent American conflicts, such as Vietnam and the Persian Gulf? Do more changes need to be made? [civics]

### **Korean War Veterans Memorial**

- President Truman removed General MacArthur as commander in the Far East and Korea after MacArthur openly defied Truman's plan to negotiate a Korean peace. MacArthur later addressed a joint session of Congress urging expansion of the war. Despite the public outcry supporting MacArthur, President Truman prevailed. How does our Constitution and federal law limit the powers of our military? [civics]





## The War of Words

It is said that actions speak louder than words. But words have their own power—intentionally and sometime unintentionally—to inspire us. Words are also used to help justify actions. People sometimes use pictures as a substitute for words in making a point.

### Independence Hall

- Read and discuss the impact of some of the documents that played a key role in America's Independence such as Thomas Paine's pamphlet *Common Sense*, the *Declaration of Independence* and the *Articles of Confederation*. What statements might be considered inappropriate or objectionable today? Rewrite one of these documents using modern day language. [civics, language arts]

### Lexington Green, Independence Hall

- Paul Revere's engraving of a shooting incident in Massachusetts just prior to Lexington became a patriotic icon during the American Revolution. Have students research the differences between the facts of the "Boston Massacre" and Revere's portrayal. In teams of two, have students alternately contribute sentences to a short story that tells what really happened. Why did this representation anger both the colonists and the British? Identify examples of recent news stories that might be considered propaganda and how they have influenced people. [language arts]
- Ask students to research and write a story concerning a controversial event that has occurred more recently. Why might some of the information gathered be inaccurate? Hints: bias, self-interest, physical distance, faulty memory. How might students check the accuracy of information they receive from the media and others? [art, language arts]

### Independence Hall, Gettysburg National Military Park

- In 1776, Thomas Jefferson wrote about creating a society dedicated to the preservation of "Life, Liberty and the Pursuit of Happiness" for all Americans. Read the Gettysburg Address aloud, then discuss how Abraham Lincoln continued this theme nearly 100 years later? What problems prevented Jefferson's society from becoming reality? Are we closer to achieving it today? Why was the language of the Gettysburg Address considered a masterpiece? [civics, language arts]

### Fort Leavenworth Military Reservation, John Ross House, Alamo, Fort Point National Historic Site, Fort Robinson and Red Cloud Agency

- "Manifest Destiny" was the label given to our nation's interest in annexing Mexican land (New Mexico and California). Later, President James Polk spoke of "reoccupying" the Oregon Territory and "reannexing" Texas. Why were these particular words chosen? Find current statements by public leaders and analyze the language used. [civics, language arts]



### **Hickam Field, USS Utah, The White House**

- Before the attack on Pearl Harbor, President Franklin D. Roosevelt referred to the U.S. as the “arsenal to democracy”? Why did he choose these words and what did they mean? While publicly keeping America neutral, how did the President support other nations? Hints: froze the assets of conquered nations so the Germans couldn’t use them; sold “surplus” army and navy arms and equipment; offered a “lend-lease program” for tanks, warplanes and ships; “traded” aging destroyers for military bases and loaned money. [civics, economics]

### **Independence Hall, Westminster College Gymnasium**

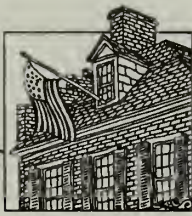
- Draw a cartoon of Churchill’s “Iron Curtain” that symbolized the post World War II period. In what ways did this so-called curtain separate people? [civics, geography]
- Examine a collection of photos, film clips or other art that tell a story; for example, the plight of people in war, the treatment of women or the exploitation of children. Discuss the message the artist is trying to convey and evaluate his or her success. [art, civics]

### ***The Price of Conflict***

The costs of conflict in war are obvious and immediate—the terror of battle, the human casualties, and the loss of property. In the longer term, there are additional costs—the loss of generations of people and leaders. For the losers, an entire way of life and heritage can disappear. People far from the site of conflict also pay a price. Daily life is disrupted and people face the possibility that the conflict will make its way closer to home.

### **USS Monitor, Port Hudson Battlefield, Watervliet Arsenal, Gettysburg National Military Park, Andersonville National Historic Site**

- Ask students to imagine they are Southern cadets attending West Point when the Civil War breaks out. They are faced with the decision to resign and fight for the Confederacy, or to join the Union soldiers. Framing their words with the issues of the time, have them write a letter of resignation to their commander or prepare correspondence that tells their family why they have chosen to fight for the Union. [language arts, civics]
- Observe or participate in the re-enactment of a Civil War Battle. What obstacles did the battle participants face during the conflict? What parts of the experience were a surprise to students? What is the difference between this performance and the real event? Research the number of lives lost. [economics, geography]



### **Gettysburg National Military Park, Ford's Theater, The White House**

■ The Union Army was comprised largely of volunteers. Wealthy families could avoid conscription by paying a “substitute.” In some northern states, such as New York, taxes were raised to pay for large numbers of substitutes so that residents would not have to fight. How have policies regarding military service changed since this time? How much money would it take to convince a person today to become a substitute? [civics, economics].

■ Abraham Lincoln was the first American President assassinated in office. Identify other Presidents who were killed at the hands of an assassin or who have had attempts made on their lives. What other well known political figures of our day have been assassinated or threatened? What do the assassins hope to accomplish with these acts? How have these incidents influenced history? [civics]

■ Read news stories about events that have threatened the security of our nation and its people. What measures have been taken as a result? What is the downside of these efforts? Hints: limits on freedom, fear, money. [civics, economics]

■ Hard times often follow war. Major depressions occurred after the American Revolution, the War of 1812, the Civil War and World War I. What changes in the nation (and how people lived) made the Great Depression after this latter conflict so much more devastating? Create a checklist and summarize how President Roosevelt’s “New Deal” social programs were established to reduce the pain. Which ones still exist and what are they accomplishing? Would Congress agree to establish these laws and programs today? [civics, economics]

### **The White House, Pentagon**

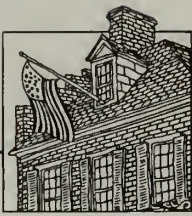
■ During times of war, family life is disrupted and many ordinary activities cease. People at home have traditionally joined together to support military personnel. Have students interview older members of their community to learn more about everyday life in America during World War II. Tape the conversations for donation to a local library or museum. [civics, economics]

■ Use economic principles to explain why there were shortages of goods, such as coffee, sugar and gasoline. What did our nation’s leaders hope to achieve with rationing and price ceilings on goods, salaries and wages? [civics, economics]

### **Pentagon, White House, Westminster College Gymnasium, Trinity Site**

■ Discuss the purpose of the Selective Training and Service Act of 1940. Invite men who were “draft age” during World War II and the Vietnam Conflict to visit class to discuss the draft and its impact on their lives as well as the lives of others. How has the passage of time and their experiences since influenced their views of the war? [civics]





- Study “Truman’s Choice” whether to invade or use the atomic bomb against Japan during World War II. What were the pros and cons of each option? Debate whether you would support use of a bomb today and under what circumstances. [civics, science]
- While there is no “official” casualty count, the second World War was the greatest and deadliest war in history. More than 38 million lives were lost. The U.S. deaths were close to 300,000. Research and draw a graph that illustrates the number of American lives lost in the major conflicts from the Revolutionary War to the present. Have students analyze under what conditions they would be willing to risk so many lives. [economics, civics]
- In 1948, when the Soviet Union blockaded Berlin, Americans began the Berlin Airlift to supply the 2,100,000 residents. Over a 321 day period, American and British airmen made 272,264 flights and transported 2.3 million tons of food and other supplies. Study the needs of people in war-torn areas today. Sponsor a school or community program that addresses one of the needs—perhaps clothing or food for children. [civics, economics, mathematics]
- Have students prepare a scrapbook with articles and letters describing the conflicts today that are standing in the way of peace. Have them tell how their daily lives are influenced; for example, family members in the military, security measures created by terrorism, inability to purchase specific goods. [civics, economics]
- Invite representatives of the military to visit class to discuss the benefits and obligations of military service. What are the present day branches of service and their functions? How has military service influenced their lives and that of their family? [civics, economics, geography]

## *The Technological Revolution*

**Philadelphia, USS Constitution, USS Monitor, USS Utah, Puget Sound Navy Yard (Drydock 4), USS Texas, USS Intrepid, USS Nautilus**

Technology and mass production have a tremendous impact on the price of conflict. Some advances save lives and reduce the level of destruction. But others have the opposite effect, increasing the loss of life and property. An irony of war is its ability to stimulate invention and new levels of production.

- Have each student research and draw scale representations of types of water vessels—interiors and exteriors—used at different points in American Naval History. Post the students’ work in chronological order on a wall and discuss how these crafts have evolved. [art, science]



- Visit a ship, submarine, tank or other military mode of transportation. Ask an expert to explain its construction and historical significance with respect to materials, design and use. [science]

## Cliveden

- Examine a picture of Cliveden and consider how American soldiers were accidentally shot by their fellow Americans. Relate this “friendly fire” incident to current events where this has happened. Will this always happen in war? How is technology being used to reduce the risk? Hint: unmanned vehicles, robots, “friendly troop” sensors, long-range and precision weapons. Check *Warfare 2020* in the August 5, 1996 issue of U.S. News & World Report, pp. 32-44, for details. [language arts, science]

## Octagon House, Fort San Carlos de Barrancas, Chalmette Unit (Jean LaFitte National Historical Park)

- Unaware the Treaty of Ghent had been signed on December 24, 1814, British troops initiated the Battle of New Orleans that led to the unnecessary loss of more than 2,000 lives. What were the primary methods of communication at the time and what modern communication tools would have helped avoid this tragedy? Could something like this still happen? [science]

## Fort Leavenworth Military Reservation, Fort Robinson & Red Cloud Agency, Andersonville National Historic Site

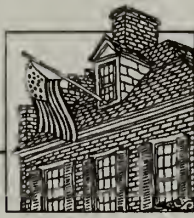
- Discuss the fact that harsh “secondary” conditions also take their toll during conflict. Blankets from cholera hospitals killed large numbers of Native Americans. Disease was also a major cause of death in the Spanish-American War. Starvation and the absence of health care was an enemy of prisoners in several wars. What are some of the “silent killers” of modern wars? Hints: poison gas, biological agents, Agent Orange. What are the challenges in protecting service personnel from these conditions? [health, science]

## Fort Point National Historic Site

- Fort Adams in Newport County, Rhode Island was a seacoast fortification built in 1820s to protect America’s eastern shores from attack. Fort Point, constructed in the 1850s, is an example of a west coast fortification. How did the location and design of these forts create a strong defense? Were they ever attacked? Why or why not? [geography, science]

## Watervliet Arsenal

- Calculate how many bullets per month the new press at Watervliet Arsenal could make. Assume it operated seven days a week. What is the percentage increase in production? [economics, mathematics]



**Port Hudson  
Battlefield, The  
National Museum of  
Health and Medicine,  
Gettysburg National  
Military Park,  
Andersonville National  
Historic Site**

**Fort Myer Historic  
District, Randolph  
Field (Building 100),  
Hickam Field,  
Lakehurst Naval Air  
Station (Hangar No. 1)**

- Mass-produced supplies and armaments were introduced in the Civil War and refined in later wars. Sabers and cavalry gave way to such inventions as mustard gas, U-boats, flamethrowers (perfected by Germany), tanks (developed by Britain), planes, and machine guns. Each altered the level of destruction and number of lives lost. What is the impact—good and bad—of more recent technological advances such as the U-2 and stealth aircraft, night vision goggles, the nuclear bomb, “Smart” bombs, radar, flak jackets and poison gas? [economics, science]
- After viewing video clips or reading accounts of medical care during the Civil War, have students imagine they are volunteers caring for the sick and wounded in a battle. Ask them to write home to their family describing the medical care provided. [health, science]
- Write to the National Museum of Health and Medicine in Washington, D.C. and ask for a brochure on their exhibits that show the Army’s role in the development of medical technology. The address is: Department of the Army, Armed Forces Institute of Pathology, Washington, DC 20306-6000. [language arts, health, science]
- American aviation began in the 19th century with balloons. Draw pictures of some of these early balloons. How were balloons used in the Civil War? How are they used today? [art, science]
- Other countries influenced and led development of American aviation technology. For example, France was well ahead of America in aviation at the beginning of World War I so we used a De Havilland design and Liberty engine in our aircraft. Germany was the leader in lighter-than-air craft. Relate the sharing of ideas and technology to some of today’s products. View an episode of the PBS program, “Connections.” [science]
- Prepare a scrapbook of aviation history with photographs, labeling each example you find. [art, economics, geography, science]
- View one of the early movies about training pilots that includes footage of the “Taj Mahal” at Randolph Field. Films include *West Point of the Air* (1934); *I Wanted Wings* (1941) and *Air Cadet* (1951). What skills did the pilots need to fly these planes? How are these skills the same or different today? [science]
- Ask a scientist or military historian to visit class to discuss the principles that keep balloons, dirigibles and blimps up in the sky. What are the advantages and disadvantages of these aircraft? [science]





**Puget Sound Navy  
Yard, (Drydock 4),  
USS *Texas*, USS *Intrepid***

- Find photographs of the famous Hellcats and Helldivers—the World War II planes that took off and landed on the USS *Intrepid* during the Battle of Leyte Gulf in October 1944. How did jet aircraft change and landing ships change in the 1950s and 1960s? Hint: The *Intrepid* had to be modernized to receive the larger, faster aircraft. [science]
- American industry made enormous contributions to the World War II victory—especially its knowledge and use of mass production. Ask a historian or manufacturer to visit class and tell of local contributions in the production of fighter craft and supplies. How did this increased production influence life after the war? Hints: larger and faster cargo carriers, more consumer goods and the beginning of the space program. [economics]

**Trinity Site, USS  
*Nautilus*, Launch  
Complex 33 (White  
Sands V2 Launching  
Site)**

- Ask an engineer to visit class and explain how nuclear energy was harnessed, or talk about the scientific principles of rockets. What are the practical applications of this technology in peace? [science]
- Create a time line of the various types of weaponry used in American military history. Is the nuclear bomb the end of munitions technology, or will a still more powerful weapon be built in future? [science]
- Challenge students to invent a defense mechanism that will protect people from current weapons. Explore what offensive tactics are presently most feared. What were the challenges students experienced in developing their ideas? What is the likelihood that such a mechanism would be successful. [science]

***Honoring our  
Heroes***

Heroes are defined by their feats of courage and nobility of purpose. Some have risked or sacrificed their lives for a cause while others are heroes of everyday life—raising families and striving for improvements in their communities. Social custom and politics can influence who we honor as our heroes.

**Independence Hall**

- Prepare slips of paper with the names of famous—and lesser known—historical figures. Have each student draw a slip and research the person's role, then present the findings to the class. Candidates include George Washington, Benedict Arnold, Andrew Jackson, Franklin D. Roosevelt, and Richard Nixon. Why does history seem to remember only the best or worst attributes in individuals, rather than seeking a balance? [civics]



- One of the first challenges facing the new nation after separation from its mother country was the need for a common currency. Make rubbings of various American coins—past and present. Who selects the people and locations on the coins and why were they chosen? Do you agree with these choices? Create a new currency for the school or the local community. [economics, mathematics]

### ***Philadelphia (Gundelo)***

- Use chalk or tape to draw the outline of the *Philadelphia* on a gym floor or school playground. Ask students to stand inside the outline and discuss what the people on that boat might have been thinking when they were fighting the British. Explain that it took courage for the sailors to fight. Discuss whether courage means never being afraid. [mathematics]

### **Alamo**

- Write short biographies of Davy Crockett, Jim Bowie, William Travis, Susannah Dickenson and others who took a defensive stand behind the walls of the Alamo. [language arts]

### **Fort Leavenworth Military Reservation, Fort Robinson & Red Cloud Agency**

- Wounded Knee Battlefield, South Dakota (a National Historic Landmark), and Little Bighorn Battlefield, Montana (a National Monument), are places where both U.S. Army soldiers and Native Americans died. Today, people visit these sites to preserve the memory of the dead and to reflect on a history of tragic conflict. Using these as examples, discuss how time sometimes helps people reconcile past differences and influences the recognition of heroes. [civics]

### **Carlisle Indian School**

- Organize a day of athletic competition in which students participate in the events of the present day Olympic Pentathlon and Decathlon. In preparing for these events, convert the meter distances to yards, feet and inches for the running events. Which method of measurement is easier to use and why? [mathematics, physical education]
- Prepare short biographies on other athletes who have used the sports framework and resulting public attention to break down barriers and make life better for others. Hints: Jesse Owen, Billie Jean King, Jackie Robinson, Wilma Rudolph, Donna Deverona, Roberto Clemente, Greg Louganis, the American and Chinese Ping-Pong teams, Lyle Alzado, Arthur Ashe, Chi Chi Rodriguez and Jack Kemp. [civics]

### **Gettysburg National Military Park, Ford's Theater National Historic Site**

- John Brown and his followers attacked the federal armory and arsenal in Harpers Ferry Virginia on October 16, 1859. Acting on his belief that violence was the solution to the slave issue, he has been variously described in history books as a lunatic, psychotic, fanatic, visionary and martyr. Draw parallels between John Brown or John Wilkes Booth and present-day terrorists. Are there times when violence is justified? [civics]



**Alamo, Pension  
Building, Korean War  
Veterans Memorial**

- With the help of veterans, create a time capsule that tells the story of a modern-day war and its participants—for example, the conflict in Vietnam or the Persian Gulf. Donate the capsule to a local museum or library. [civics, economics, geography]

**Fort Myer Historic  
District**

- Those daring heroes of flight in America—Charles Lindbergh, Amelia Earhart, Howard Hughes, Pancho Barnes, “Chuck” Yeager and Sally Ride—all set speed, distance, endurance, or other records. Read about these and other famous people in aviation. Prepare a time line of their accomplishments. [geography, science]

**Hickam Field, USS  
Utah, The White House**

- View documentaries that tell the story of the USS *Arizona* (a battleship) and the *Enola Gay* (a bomber) from World War II. Explore why both have been the center of controversy past and present? [civics]

**Independence Hall,  
John Ross House, Fort  
Robinson and Red  
Cloud Agency,  
Andersonville National  
Historic Site, Fort Des  
Moines Provisional  
Army Officers’ School,  
Fort Sam Houston,  
Pentagon, White House**

- Leaders who use their skills for positive change are often labeled heroes. Ask students to identify people from the past and present whom they consider leaders and heroes. Be sure to identify a mix of persons from various sectors of our lives such as the military, politics, science, athletics and social endeavors. Who is considered a leader, but not a hero? Hints: Hitler, gang leader. Do you have to do something unique to be a hero? [civics]
- Read an account or view a film that tells the story of people who risked their own lives to protect Jews during the war. What principles led these people to take a stand? Consider events today that might require the same type of courage. Under what conditions would students be willing to take similar risks? [civics]
- Deborah Sampson disguised herself and fought alongside men during the Revolutionary War. Eleven years after her death in 1827, Congress acknowledged her efforts and granted her heirs a full military pension. It was not until the 1990s that several African American veterans of World War II were identified as candidates for the nation’s highest military distinction—a Medal of Honor. How do social custom and the politics influence who we label “heroes”? A good starting point for research is the *Debt of Honor*, an article in the May 6, 1996 issue of U.S. News & World Report, pp. 28-46. [civics]





**U.S. Naval Academy,  
Mount Rushmore,  
Alamo, Gettysburg  
National Military Park,  
Andersonville National  
Historic Site, Pension  
Building, USS *Utah*,  
Korean War Memorial**

- Archeological remains help authenticate historical events. Invite an archeologist to class to discuss the preferred course of action at a historic site—to leave evidence alone and not dig it up! When they decide to recover evidence, how do they do it? What might you expect to find at an archeological dig on a battlefield and what kinds of questions do they help answer? Where is a responsible place for recovered artifacts to go? Why is “pot-hunting” on Federal Land a crime? Explore policies that require road builders and others to assess the archeological value of certain lands before they can start construction. [civics, geography]
- Visit a local cemetery that includes markers to those who have served and died in our nation’s past wars. How many different wars are represented? Are there other monuments built to pay tribute to those who died in America’s wars? What do these monuments have in common? Note the physical condition of the grave markers and monuments. Are they being taken care of? [art, civics]
- Explain that National Historic Landmarks are a record of human events and behaviors. As a result, they reflect both positive and negative aspects of our past. Probe the positive, neutral, and negative facets of the sites noted above. Why do we preserve the nation’s unhappy memories? What would happen if we deleted controversial or negative events? Debate whether we have learned from our past. [civics]
- Using these and other examples in *American Defenders of Land, Sea & Sky*, develop a list of the ways we remember important events and honor the people who participated. Hints: monuments, music, parades, building preservation, historical parks, movies, art and stamps. [art, civics, economics, geography, language arts, music]
- We sometimes provide recognition through the establishment of special holidays—for example, President’s Day, Memorial Day and Veterans’ Day. Look at a calendar and identify some of these special days. Have each student select a day and research the efforts that led to its establishment. Is there historical significance to the specific dates selected? Consider why it might have taken people longer to recognize some events and people than others. Hints: new information, changing public values. [civics]



## *Changing Roles*

The experience of conflict has the power to change people's opinions and their lives. Individuals gain new perspectives of people near home as well as people far away. Women and minorities have found doors opening to political and economic opportunity. In turn, changes in society can also influence our roles in conflict.

### **Independence Hall, Pentagon, White House**

- Invite World War II veterans to visit class and tell about their experiences during the war. Ask them to describe the places where they trained and served. Have students find on a globe all the places where these men and women traveled. What impact did the collective experience of these people overseas have on the nation after they returned? [civics, geography]
- The Selective Training and Service Act of 1940 was followed in October, 1947, by President Truman's issuance of "To Secure These Rights." Study the impact of these two policies on the participation of blacks in the military and segregation in society as a whole. [civics]

### **Puget Sound Navy Yard (Drydock 4), Pentagon**

- Look at Norman Rockwell's famous illustration of "Rosie the Riveter" originally featured on the May 29, 1943 cover of The Saturday Evening Post. Research the contributions of women in World War II that led to this tribute. What happened to these women at the end of the war? How did their participation in factories influence the lives of future women? [civics, economics]
- In April 1993, Secretary of Defense Les Aspin lifted the ban on women serving as pilots of combat aircraft or on fighting ships. Women may now serve in all but what are generally called ground combat units. Research the experience of women who broke ground after this decision, for example, Sarah Deal, America's first female pilot for the U.S. Marine Corps. [civics]

### **Independence Hall, Fort Des Moines Provisional Army Officers' School, Fort Sam Houston, Puget Sound Navy Yard (Drydock 4), Pentagon**

- Despite the fact that black soldiers had participated in every previous American war, a 1792 law barred them from joining the Army. On January 26, 1863, the Secretary of War authorized the governor of Massachusetts to recruit black troops. Read accounts of the segregated units that served in America's wars. [civics]
- Women did not play a formal role in branches of the Armed Forces until World War II. Create a time line that shows how the role of women has changed from the American Revolution through today. Do any restrictions still apply to these groups? If yes, debate whether they should be removed. [civics]



- Design and conduct a survey that analyses public opinion on the participation of women in the military. Examine differences by gender and age of respondents. What other factors might influence one's position on this issue? [civics, mathematics]
- Invite a representative of one or more minority groups to class who have served in the military. Ask them about their experiences. Compare their stories with those of previous generations. [civics]

## *Patriotic Symbols and Sounds*

President's Day, Flag Day, Veterans Day, Memorial Day, the Fourth of July—each of these days is filled with the American symbols and sounds of patriotism. Most of us have visited special monuments and places that also represent events in our nation's history. These special days, monuments and places remind us of our past and point out the promise of our future.

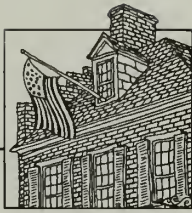
**Lexington Green,  
Independence Hall,  
Fort Ticonderoga,  
Philadelphia (Gundelo),  
Cliveden, United States  
Naval Academy**

- Congress created rules about making a national flag after all the major battles of the American Revolution were over. As a result, the Army and Navy fought under a variety of local, state, and home-made flags. Research the early flags and draw several for class. [art, civics, geography]
- Compare accounts of the American Revolution in an American and British textbook. What differences exist in how the events of this time are portrayed? What events or landmarks might have been memorialized if the British had won? [civics, geography]

**Mount Rushmore  
National Memorial**

- Mount Rushmore has been called “a symbolical and allegorical” statement about America's past. For example, George Washington symbolizes the founding of our country. Have students research and reach a consensus on what aspects of our nation's history the other three Presidents symbolize? Suppose there were room to add another President to Mount Rushmore. Form committees to make recommendations to the class then vote to determine the class choice. Would students be willing to remove one of the existing Presidents in order to make room for their choice? [civics, language arts]
- Different groups of people remember historic events and places with different emotions. Mount Rushmore is considered sacred by Native Americans who live nearby. Discuss how they might feel about the carving of the Presidents on the mountain? What other symbols inspire mixed feelings? Hints: Arthur Ashe monument in Richmond, Virginia; the 7th Cavalry monument at Little Bighorn; a Confederate flag. [civics]





### USS Constitution, Alamo

- Read a book that details the construction and history of the USS *Constitution* (nicknamed “Old Ironsides”). Why do people preserve ships, buildings and other objects that have a connection with conflict? Hints: physical record, reminders, national tributes. [art, civics, science]

### Star Spangled Banner Flag House

- Sing or recite all the verses of “The Star Spangled Banner.” What scenes and ideas was Francis Scott Key trying to show? What feelings are evoked by the poetry and by the music that was written for it? Sing other songs that have been suggested as a more appropriate national anthem. Take a class vote on the merits of a change. [civics, language arts, music]
- Study the lyrics and history of other songs associated with American conflict, for example, *Yankee Doodle Dandy*, the *Battle Hymn of the Republic*, *John Brown’s Body*, *Dixie Land*, *Over There*, *We Shall Overcome*, *Where Have All the Flowers Gone*, *Eve of Destruction*, *Ballad of the Green Beret* and *God Bless the USA*. [language arts, music]
- Laws and custom guide our treatment of the American flag. People sometimes disagree about what behaviors are respectful of this American symbol. Collect examples in art, the marketplace and the media where the flag or its representation have been used. Are some uses considered more appropriate than others? [civics]
- Investigate the flags of other countries. What symbols do they contain? What do their colors mean? Design a flag for a local school or community and write a brief paragraph that describes the message it is meant to communicate. [art, civics, language arts]

### The Pentagon

- Investigate the size of the Pentagon by comparing it to your school or another well-known structure in the community. How many classrooms or football fields would it take to fill 6,546,360 square feet? [mathematics]

### United States Marine Corps Barracks and Commandant’s House

- Listen to examples of Sousa marches and discuss what elements of the music contribute to its emotional impact. [arts]





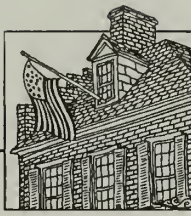
## More Activities

### Using the Book

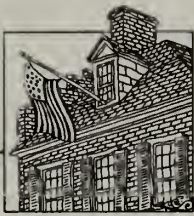
- Using a map of the United States, locate the landmarks in the book. [geography]
- Create maps to show the boundaries of the United States at the end of each of the periods defined in the book. [geography]
- Develop a time line for the landmarks in the book. [mathematics]
- Identify other places in the nation that represent the same or similar themes. [geography]
- Prepare a more in-depth report on a landmark in the book. Share this “research” with the rest of the class. [civics, history, language arts, science]
- Write a play about historical events represented by one of these landmarks. Perform the play for a school assembly, the PTA, or another community group. [art, language arts]
- Search newspapers and magazines for articles related to the events represented by these landmarks. Highlight references, for example, the Yalta Agreement or Pearl Harbor that still influence our lives today. [civics, geography]

### Using the Local Community

- Identify local sites that have a connection with the places and events in this book. Take pictures and create a public display telling why they are significant. [geography, history]
- Visit a historic place in the community connected with events in this book. Explore through local experts the history of the building or site including how it has changed over the years. Have students write an essay summarizing what they learn and draw the historic place. [art, history, language arts]
- Visit a local landmark that is undergoing preservation, rehabilitation, or restoration. Ask the professionals working on the project to explain the process. How are scientific techniques and equipment being used to learn more about the history of site? Will the work on the landmark change the current interpretation of its history? [civics, art, history, science]
- Select a local landmark. Discuss how someone without sight, hearing, or other physical limitation could experience the historical importance of the landmark. [communication]



- Develop a brochure or other media presentation (e.g., slides, video, plaque) to tell visitors about a landmark. [art, language arts]
- Collect articles on how such factors as weather, pollution, environmental disasters, vandalism, and economics are affecting landmarks, art and monuments. Research what people are doing to preserve and restore these treasures. [art, geography, history, language arts, science]
- Identify and invite representatives of organizations in your local community to visit and discuss local preservation efforts. [art, science]
- Take action to preserve a landmark through a public awareness campaign or fundraiser. [civics, economics]



## Reference Books

Listed in chronological order below are many excellent books available for supplemental reading. Please remember that recommended reading levels are just suggestions. The books selected will vary with the interests, maturity and reading ability of the child. Younger children with limited reading skills may enjoy looking at illustrations and having more advanced books read to them. The books are grouped to parallel organization in the *Defenders* book.

The Children's Literature Center within the Library of Congress annually prepares a list of books that will appeal to children. The current *Books for Children* can be ordered for \$1.00 through the *Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325*. Additional titles are available from your local library or bookstore.

### *A Nation in the Making: The American Revolution*

#### Non-fiction

*And Then What Happened, Paul Revere?* Jean Fritz (Coward, McCann & Geoghegan) 1973. Facts and a touch of legend are blended in this engaging portrait of Paul Revere: silversmith, maker of artificial teeth, businessman, and patriot. [3-6] Other titles in a similar vein include:

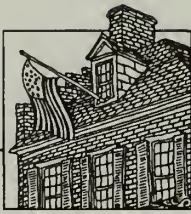
*Can't You Make Them Behave, King George?*  
*What's the Big Idea, Ben Franklin?*  
*Where was Patrick Henry on the 29th of May?*  
*Why Don't You Get a Horse, Sam Adams?*  
*Will You Sign Here, John Hancock?*  
*Shh! We're Writing the Constitution.*

*The American Revolution: Darkest Hours.* (Watts) 1988. This book describes the events and battles during the early years of the Revolutionary War, including the campaigns at Lexington and Concord, and activities at the Continental Congress. [5+] The other books in this series of the American Revolution are:

*Colonies in Revolt.*  
*At the Forge of Liberty.*  
*Birth of the Republic.*

*Abigail Adams: Witness to a Revolution.* Natalie S. Bober (Atheneum) 1996. Adams' spirit and soul come to life in this superbly researched and illustrated biography. [4-8]





## *A Nation in the Making: The American Revolution*

### **Non-fiction (continued)**

*The American Revolution: How We Fought the War of Independence.* Edward F. Dolan (Millbrook) 1996. Contextual research, maps and biographical information contribute to this narrative chronology of people, events and battles. [4-6]

*Black Heroes of the American Revolution.* Burke Davis (Harcourt, Brace, Jovanovich) 1976. Black soldiers, sailors, spies, scouts, guides, and wagoners all participated and sacrificed in the struggle for American independence. This book gives them their due. [5+]

*Battle of Lexington and Concord.* Neil Johnson (Four Winds Press) 1992. This book recounts the historic battles of April 1775 which began the American Revolution. Contains color photographs of re-enactments. [4+]

*The Boston Tea Party.* Walter Oleksy (Franklin Watts) 1993. A short, but informative, book traces events leading up to the Boston Tea Party, and examines the Party's impact on the Revolution. [5+]

*The Fall of Mexico City.* George Ochoa (Silver Burdett) 1989. This is a concise, attractively illustrated presentation of the Mexican-American War. [6+]

*If You Were There in 1776.* Barbara Brenner (Bradbury Press) 1994. The concepts and principles expressed in the Declaration of Independence were drawn from the experiences of those people living in America in the late 1770s. Special emphasis is given to how children lived on New England farms, on smaller plantations, and on the frontier. [4-6]

*If You Were There When They Signed the Constitution.* Elizabeth Levy (Scholastic) 1987. Background on the document plus profiles of the delegates to the Constitutional Convention. Notes compromises made at the convention and explains the mechanism provided to change the Constitution. [4+]

*James Madison.* Susan Banfield (Watts) 1986. This is the story of the fourth President, who is often referred to as the Father of the Constitution. [8+]

*Patriotic and Historical Plays for Young People.* Sylvia Kamerman, ed. 1987. This collection of royalty-free plays, choral readings and programs is about the people and events that made America. [5-8]

*Rebellion's Song.* Melissa Stone (Steck-Vaughn) 1989. These are easy-to-read biographical portraits of Paul Revere, Nathan Hale, Phillis Wheatley, Abigail Adams, and other colonists who were engaged in the turmoil of the revolution. [4+]



## *A Nation in the Making: The American Revolution*

Non-fiction  
(continued)

*Secret Soldier: The Story of Deborah Sampson.* Ann McGovern (Scholastic) 1975. An adventurous young girl joins the Revolutionary Army disguised as a boy. [3+]

*Songs of '76: A Folksinger's History of the Revolution.* Oscar Brand (Evans) 1988. More than 60 songs collected from old manuscripts, newspapers and other sources are accompanied by historical commentaries. [K-12]

*The Story of the Boston Massacre.* Mary Kay Phelan (Crowell) 1976. Colonial Boston comes alive with a vivid description of this key event in American History. [4+]

*The Story of Mount Rushmore.* Marilyn Prolman (Children's Press) 1969. This is a useful book for a class on our national shrines and symbols [3+]

*The Story of Squanto, First Friend of the Pilgrims.* Cathy East Dubowski (Dell) 1990. This biography reveals the importance of the native presence in New England history. [4+]

*The Story of the Thirteen Colonies.* Clifford Lindsey Alderman (Random) 1966. A chapter is devoted to each of the original colonies. Useful as a reference concerning the agriculture, economy, key figures and ethnic heritage of each. [4+]

*Struggle for a Continent: The French and Indian Wars, 1690-1760.* Albert Marrin (Macmillan) 1987. The historical importance of these wars which preceded the Revolution, is made clear. [5+]

*The United States in the Mexican War.* Don Lawson (Harper) 1976. This is a look at the unpopular war of President Polk who wanted to expand America's borders to include Texas, California, and New Mexico. Includes an account of the fall of the Alamo. [6+]

*The War for Independence: The Story of the American Revolution.* Albert Marrin (Atheneum) 1988. A detailed account of the Revolutionary War begins with its origins in the French and Indian War. Includes intriguing items such as codes and ciphers used then. [6+]

*Weathering the Storm: Women of the Revolution.* Elizabeth Evans (Scribner) 1975. Journal entries of eleven women tell of household life during the American Revolution. [5+]



## *A Nation in the Making: The American Revolution*

### Non-fiction (continued)

*We the People*. . . Center for Civic Education with funding by the U.S. Department of Education (Center for Civic Education) 1994. Lesson plans introduce the ideas as well as the history of our Constitution. Begins with a look at the process and men who wrote this important document. Presents the ways the Constitution has changed and how these changes came about. Biographies of the framers, student readings, and discussion questions are among the wealth of materials provided. [4+]

*We the People: The Constitution of the U.S.* Peter Spier (Doubleday) 1987. A line-by-line pictorial presentation of the preamble to the Constitution contrasts aspects of life in the 1700s and present day. See also Spier's *The Star Spangled Banner*, 1986. [4+ ]

## *A Nation in the Making: The American Revolution*

### Fiction

*Buttons for General Washington*. Petter and Connie Roop (Carolrhoda) 1986. In the fall of 1777, fourteen-year-old John Darragh takes coded messages his mother sewed into his coat buttons from his home in British-occupied Philadelphia to his brother at George Washington's camp. [3+]

*Calico Bush*. Rachel Field (Macmillan) 1987. On her grandmother's sudden death, a young girl becomes indentured to a Massachusetts family during the French and Indian Wars. A story of survival and hardship. [5-8]

*A Ride into Morning: the Story of Tempe Wick*. Ann Rinaldi (Harcourt, Brace, Jovanovich) 1991. This is the legend of young Tempe Wick and her spirited horse, Colonel, who helped feed and clothe thousands of Revolutionary soldiers during the winters of 1780 and 1781. [7+]

*April Morning*. Howard Fast (Crown) 1961. Adam Copper, age 15, signs the muster roll of the Lexington Militia on April 19, 1775. The story of the next 24 hours in his life during the battle of Lexington. [6+]

*The Bloody Country*. James Lincoln and Christopher Collier (Scholastic) 1985. An ordinary Pennsylvania family struggling to make a home is again faced with the frightening prospect of war. The family may lose everything, including a friend who is half black and half Indian. [6+]

*My Brother Sam is Dead*. James Lincoln Collier (Four Winds Press) 1974. Tragedy hits the Meeker family during the Revolution when one son joins the Rebel forces while the rest of the family tries to stay neutral in a Tory Town. [6-9]





## *A Nation in the Making: The American Revolution*

**Fiction  
(continued)**

*Time Enough for Drums.* Ann Rinaldi (Holiday) 1986. Set in New Jersey, this is the story of a young girl who experiences a family divided between loyalists and patriots. [7+]

*Toliver's Secret.* Esther Wood Brady (Crown) 1988. During the revolutionary war, ten-year-old Ellen Toliver is asked by her grandfather to substitute for him and carry secret messages through British lines to a waiting courier. [4+]

*The Rifle.* Gary Paulsen (Harcourt Brace) 1996. A splendid rifle created with love and skill by a gunsmith in the eighteenth century travels through time and human hands to end up on the wall above a fireplace. A stray spark ignites the aged gunpowder, a boy is killed, and the point is made—guns kill people. [6-8]

*The Struggle for Freedom: Plays on the American Revolution.* Charles F. Baker, III (Cobblestone) 1990. This is a book of plays with maps and historical sites plus other resource materials for the teacher. [5+]

*Westmark.* Lloyd Alexander (Dutton) 1981. A young printer's apprentice is arrested with his master for printing seditious pamphlets during the revolution. [4+]

## *Protecting the New Nation: The War of 1812*

**Non-fiction**

*The American Flag.* Vera Rollo (Maryland Historical Press) 1989. This handy booklet contains concise, illustrated background material for the study of national symbols. [3+]

*The Bird, the Banner and Uncle Sam.* Elinor Horwitz (Lippincott) 1976. The story of patriotic symbols and images and the boundless imagination of craftspeople and artists are presented in this superbly illustrated book. [4+]

*By the Dawn's Early Light: The Story of the Star Spangled Banner.* Stephen Kroll (Scholastic) 1994. How Francis Scott Key was behind enemy lines, seeking the release of a captured friend when he wrote what has become our National Anthem. The British would not allow their departure until the bombardment of Baltimore was complete. [4+]



## *Protecting the New Nation: The War of 1812*

Non-fiction  
(continued)

*Fireworks, Picnics and Flags: The Story of the Fourth of July Symbols.* James Cross Giblin (Clarion) 1983. History and culture come together in this book that can be used by both students and teachers. [5+]

*Old Ironsides: The Rise, Decline, and Resurrection of the U.S.S. Constitution.* Thomas Charles Gillmer (International Marine) 1993. In spite of the fact that "Old Ironsides" rallied America in her second war of Independence, the ship was destined to be used as target practice and then scrapped. Oliver Wendell Holmes' epic poem "Old Ironsides" caused Americans to clamor for her re-building. This book tells the story of the USS *Constitution's* colorful history. [7+]

*The War of 1812: Second Fight for Independence.* Alden Carter (Watts) 1992. This recounts the causes, events, campaigns, personalities and the aftermath of the War of 1812. [5-8]

*The War of 1812.* Miriam Greenblatt (Facts on File) 1994. The author provides a thought-provoking history of this war, describing the major objectives, strategies of combatants, and key battles. She further describes the political and social context of the conflict and paints an accurate portrait of the life of the average soldier. Included are many useful and illuminating illustrations and maps. [5+]

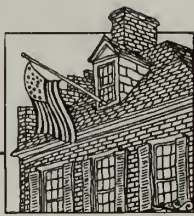
*What You Should Know About the American Flag.* Earl P. Williams (Maryland Historical Press) 1987. The history of the flag including stories of the people and places connected with its design. Information on how to display the flag properly. [4+]

## *An Expanding Nation: The Struggle for Western Territory*

Non-fiction

*Along the Santa Fe Trail: Marion Russell's Own Story.* Marion Sloan Russell (A. Whitman) 1993. In 1852, seven-year-old Marion Sloan—traveling with her mother and older brother in a wagon train along the Santa Fe Trail—experiences both terrible hardship and incredible wonder. This book is composed mainly of excerpts of memoirs by the author from her book, *Land of Enchantment*. [6+]

*Black Frontiers: A History of African American Heroes in the Old West.* Lillian Schlissel (Simon and Schuster) 1996. Text and vintage photographs introduce African Americans who ventured west and forged new lives as homesteaders, miners, and cowboys. [4-8]



## *An Expanding Nation: The Struggle for Western Territory*

**Non-fiction  
(continued)**

*Black Heroes of the Wild West.* Ruth Pelz (Open Hand Publishing, Inc.) 1990. Brief, vivid portraits of heroes and heroines. George Washington Bush, Clara Brown, and Bill Picket are among the ten depicted. [4+]

*Black Women of the Old West.* William Loren Katz (Atheneum) This book traces the story of African American women through rare old photos, newspaper clippings, and records. These women helped transform the Old West through hard work and determination, fighting harsh conditions and bigotry to live their American dream. [4-8]

*Buffalo Hunt.* Russell Freedman (Holiday House) 1988. A profusely illustrated book chronicles the destruction of the buffalo and the Native American way of life. [4-6]

*Buffalo Soldiers.* Catherine Reef (Twenty-first Century Books) 1993. The deeds of the 9th and 10th Cavalry, comprised of African American soldiers who kept the peace between Indians and settlers on the western frontier, fought in the Spanish-American War, and pursued the outlaw Pancho Villa through Mexico are related. The book would be recommended reading about the Spanish-American War as well. [5+]

*Black People Who Made the Old West.* William L. Katz (Crowell) 1977. Thirty-five biographical sketches of African Americans are laced with lively descriptions and amusing anecdotes. [4+]

*By Wagon and Flatboat.* Enid La Monte Meadowcroft (Crowell) 1938. A family packs up its possessions and begins an adventurous move west to Ohio. [4+]

*Buffalo Gals: Women of the Old West.* Brandon Marie Miller (Lerner) 1996. School teachers, homesteaders. Native Americans, Mexican Americans, and Mormons are featured in this illustrated book about women in the American West. [4+]

*Children of the Wild West.* Russell Freedman (Clarion Books) 1983. Numerous period photographs and detailed text which, together, tell the social history of children in the 19th century American West. [4-6]

*Cowboys, Indians, and Gunfighters: the Story of the Cattle Kingdom.* Albert Marrin (Atheneum) 1993. Life in the American West and the growth of the cattle industry are described. Beginning with the introduction of horses and cattle by the Spanish, this history ends with the reign of the cattle barons in the late nineteenth century. [5+]





## *An Expanding Nation: The Struggle for Western Territory*

**Non-fiction  
(continued)**

*Daniel Boone.* Laurie Lawlor (Whitman) 1989. A biography details the life of this famous frontier trailblazer. [4+]

*Death of Iron Horse.* Paul Goble (Bradbury) 1987. In August, 1867, groups of young Cheyenne men tore up the rails and caused the wreck of the Union Pacific freight train. A story of sabotage as told from the Indians' point of view. [4+]

*The Defenders.* Ann McGovern (Scholastic) 1987. This book includes profiles of three Native American heroes—Osceola, Tecumseh, and Cochise—and the story of their fights for Native Americans' rights. [4+]

*If You Traveled West in a Covered Wagon.* Ellen Levine (Scholastic) 1986. A question and answer format provides insight into the planning necessary for wagon travel and the wagon train experience. [4+]

*Indian Chiefs.* Russell Freedman (Holiday House) 1987. Six biographical essays recount the end of a way of life in the old west. [4-6]

*Frontier Fever: The Silly, Superstitious—and Sometimes Sensible—Medicine of the Pioneers.* Elizabeth Van Steenwyck (Walker) 1996. Good and dangerous medical practices during the American frontier period are described. How medical knowledge grew with the expansion of the frontier. [4+]

*Fur Trappers and Traders: The Indians, the Pilgrims and the Beaver.* Beatrice Siegel (Walker) 1987. The importance of the fur trade to the settlement and survival of the colonists is presented. How this trade led to conflicts among groups who vied for the riches it offered and led to the westward expansion. [4+]

*The Incredible Journey of Lewis and Clark.* Rhoda Blumberg (Lothrop) 1987. The author tells the story of Lewis and Clark exploring the unknown western regions of America at the beginning of the nineteenth century. [4+]

*The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories.* Barbara Walker (Harper) 1979. These recipes are based on the food pioneers ate on the way west with quotes and descriptions from the *Little House* books. [K-12 ]

*Meriwether Lewis and William Clark: Soldiers, Explorers , and Partners in History.* David Petersen and Mark Coburn (Children's Press) 1988. Authentic pictures, diagrams, and diary excerpts are included in this account of the trailblazers. [4+]



## *An Expanding Nation: The Struggle for Western Territory*

**Non-fiction  
(continued)**

*My Prairie Year: Based on the Diary of Elenore Plaisted.* Brett Harvey (Holiday) 1986. This is about the life of a nine-year-old girl who moves from Maine to the prairies of the Dakota territory. Set in 1889. [4+]

*Only the Names Remain: The Cherokees and the Trail of Tears.* Alex W. Bealer (Little, Brown) 1972. The history of the Cherokee Nation in 1839 is told from the Indian point of view. Tells of the Cherokees' lifestyle, their acceptance of the ways of white settlers and their willingness to fight alongside them. The civilization developed by these Native Americans is also described. [4-6]

*The Oregon Trail.* Leonard Everett Fisher (Holiday) 1990. The "main artery" of westward travel is described. Includes excellent primary sources. [4+]

*The Oregon Trail, Yesterday and Today.* William E. Hill (Caxton Printers) 1989. This is a reference book for teachers and older students with authentic photos, sketches and other primary source materials. [6+]

*Overland to California in 1859: A Guide for Wagon Travelers.* Louis M. Bloch (Bloch and Co.) 1984. Based exclusively on primary source materials, this guide contains advice on camping, marching, routing, dangers, and other aspects of overland travel by wagon train. Includes authentic illustrations and maps. [4+]

*The Patriotic Chiefs: A Chronicle of American Indian Resistance.* Alvin M. Joseph (Penguin) 1987. The heroic and tragic story of Indian resistance to the white man from the seventeenth through the nineteenth centuries is told in the terms of individuals who were there—Hiawatha, King Phillip, Pontiac, Tecumseh, Osceola, Black Hawk, Crazy Horse, and Chief Joseph. [4+]

*A Pioneer Woman's Memoir.* Judith E. Greenberg and Helen Carey McKeever (Watts) 1996. Commentaries and illustrations supplement the memoirs of an adventurous, courageous pioneer women. This saga of westward movement describes the challenges and struggles of life on the American frontier. [4-8]

*The Reservations.* Editors of Time-Life Books (Time-Life) 1996. Photos on every page enhance the text that tells of the establishment of reservations, and how they changed the lives of Native Americans from the late-nineteenth century to World War II. [6+]

*Sarah, Plain and Tall.* Patricia MaxLachlan (Harper) 1985. The story of a mail-order bride who comes from Maine to make her home on the prairie. [4+]



## *An Expanding Nation: The Struggle for Western Territory*

**Non-fiction  
(continued)**

*The Smithsonian Book of North American Indians before the Coming of the Europeans.* P. Kopper (Smithsonian Books) 1986. A reference for the teacher with an abundance of illustrations that help provide a thorough picture of what is known about Indian peoples before the Europeans. Discusses the quest for knowledge about these people and takes care to suggest the tentative nature of our knowledge. [K-12]

*Squanto.* Feenie Ziner (Linnet Books) 1988. The biography is based on primary source documents that portrays European colonization from the Native American viewpoint. [8+]

*Susanna of the Alamo: A True Story.* John Jakes (Harcourt) 1976. A vivid retelling of the battle at the Alamo and the young woman who survived. [4+]

## *An Expanding Nation: The Struggle for Western Territory*

**Fiction**

*Cassie's Journey: Going West in the 1860s.* Brett Harvey (Holiday) 1987. A young girl relates the hardships and dangers of traveling with her family in a covered wagon from Illinois to California. [4+]

*Chang's Paper Pony.* Eleanor Coerr (Harper) 1988. Set in California during the gold rush. This is the story of Chinese workers. [2+]

*Dear Levi: Letters from the Overland Trail.* Elvira Woodruff (Knopf) 1994. Twelve-year-old Austin Ives writes letters to his younger brother describing his three-thousand-mile journey from their home in Pennsylvania to Oregon in 1851. [4-6]

*A Family Apart.* Joan Lowery Nixon (Bantam Books) 1987. When their mother can no longer support them, six siblings are sent by the Children's Aid Society of New York City to live with farm families in Missouri during the year 1860. This is the first of *The Orphan Train Quartet* and tells the story of the oldest girl, Frances. [5+]

*Grasshopper Summer.* Ann Turner (Macmillan) 1989. Though set in 1874, this novel presents aspects of homesteading common to earlier settlers, including sod houses, the vast expanses of land, and the destructive forces of nature. [4+]

*Growing Up In America: 1830-1860.* Evelyn Toynton (Milbrook) 1996. This portrayal of the daily activities of children growing up in America contrasts different family environments, such as a New England farm, the Plains, Sioux Indians, and life on the streets and in bondage. [4-6]





## *An Expanding Nation: The Struggle for Western Territory*

**Fiction**  
(continued)

*Keepers of the Earth: Native American Stories and Environmental Activities for Children.* Michael Caduto (Golden, Colorado: Fulcrum) 1988. A selection of traditional tales from various Indian peoples, each is accompanied by instructions for related activities dealing with aspects of the environment. [5+]. A similar book by the same author and publisher is: *Keeper of the Animals: Native American Stories and Wildlife Activities for Children.* 1991. [5+]

*A Pioneer Sampler: The Daily Life of A Pioneer Family in 1840.* Barbara Greenwood (Ticknor/Houghton Mifflin) 1996. Fact and fiction are combined to share with readers the life of a pioneer family. [4+]

*Sing Down the Moon.* Scott O'Dell (Houghton) 1970. The story of the "Long Walk," the forced 300-mile march of the Navajos from their canyon homes to Fort Sumner. The heroine of the story escapes with her future husband to return to their canyon and begin a new life. [4+]

*Streams to the River, River to the Sea: A Novel of Sacagawea.* Scott O'Dell (Houghton Mifflin) 1986. A young Indian guide (Sacagawea), accompanied by her infant and cruel husband, experiences joy and heartbreak when she joins the Lewis and Clark Expedition seeking a way to the Pacific Ocean. [5+]

*The Valley in Between.* Marilyn C. Donahue (Walker) 1987. A peaceful farming community in the San Bernadino Valley is transformed into a lawless frontier town by the recall of Mormons to Utah, Indian raids, the discovery of gold in the mountains, and pre-Civil War feelings. [4+]

*Where the Buffalo Begin.* Olaf Baker (Random House) 1982. After hearing a legend from the tribe's oldest member about buffaloes rising from the sacred lake, Little Wolf decides to witness the event for himself. His exciting experiences at the lake earn him the honor of having his name added to the legend. [4+]

## *A Young Nation Divided: The Civil War*

**Non-Fiction**

*All Times, All Peoples: A World History of Slavery.* Milton Meltzer (Harper) 1980. A brief, but powerful book provides perspective on this tragic condition. [6+]

*Andersonville: A Civil War Tragedy.* Linda Wade. (Rourke Enterprises) 1991. This is an account of the large Confederate prisoner of war camp in Georgia, known as Camp Sumter or Andersonville, and the harsh conditions there during the Civil War. [5+]



## ***A Young Nation Divided: The Civil War***

### **Non-Fiction (continued)**

*Band of Brothers: West Point in the Civil War.* Thomas Fleming (Walker) 1987. The devastating effects of the War are felt by a group of young cadets, as friends become enemies. [6-8]

*Battle of the Ironclads: The Monitor and the Merrimack.* Carter Alder (Watts) 1993. This is an examination of the construction, the battles, and the technological and historical impact of the Civil War ironclads, USS *Monitor* and USS *Merrimack*. [4+]

*Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy.* Seymour Reit (Harcourt) 1988. Emma Edmonds first fought in the Union army and then served as a spy while working in Confederate field hospitals. Throughout the war, she posed as a man and struggled to keep her identity and gender a secret. [6+]

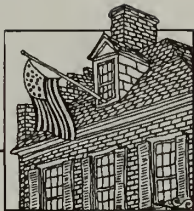
*Cadets at War: The True Story of Teenage Heroism at the Battle of New Market.* (Shoe Tree Press) 1991. The role of the Virginia Military Institute cadets in the Battle of New Market in 1864. It might be interesting to read this in conjunction with the fiction book mentioned below, *The Ghost Cadet*. [5+]

*Go Free or Die: A Story About Harriet Tubman.* Jeri Ferris (Carolrhoda) 1988. Born a slave, Harriet Tubman escapes and, for ten years, returns to the South to lead more than 300 people out of slavery. How she served as scout, cook and spy for the Union army and fought for human rights. See another book by this same author: *Walking the Road to Freedom: A Story About Sojourner Truth*. [4+]

*Harriet: The Life and World of Harriet Beecher Stowe.* Norma Johnson (Four Winds Press) 1994. The personal faith, achievements and motivations of the woman who authored *Uncle Tom's Cabin* are detailed. The biography of a white, middle class woman in a man's world. [6+]

*Lincoln: A Photobiography.* Russell Freedman (Clarion Books/Ticknor & Fields: A Houghton Mifflin Company) 1987. A richly detailed photographic essay conveys the charm and complexities of an extraordinary man. [5-8]

*The Long Road to Gettysburg.* Jim Murphy (Clarion Books) 1992. The Battle of Gettysburg is seen through the eyes of two participants, nineteen-year-old Confederate lieutenant, John Dooley, and seventeen-year-old Union soldier, Thomas Galway. Also discusses Lincoln's famous speech delivered at the dedication of the soldiers' National Cemetery at Gettysburg. [5+]



## *A Young Nation Divided: The Civil War*

### **Non-Fiction (continued)**

*Out from This Place.* Joyce Hansen (Walker) 1988. This book helps in understanding the hardships and inner resourcefulness of the newly freed slave population after the Civil War. See also *Which Way Freedom?* By the same author. [6+]

*Robert E. Lee.* Manfred Weidhorn (Atheneum) 1988. This book provides a balanced portrait of the Confederate military hero. [6+]

*A Source Book on the Civil War.* Edited by Carter Smith (Willbrook Press) 1993. This is a six volume set that depicts all aspects of the Civil War. The titles are: *Prelude to War, First Battles, 1863: The Crucial year, Road to Appomattox, Behind the Lines, and One Nation Again.* These attractive books contain thorough discussions of the issues. [6-12]

*The Story of Clara Barton.* Zachary Kent (Children's Press) 1987. This is a biographical look at the founder of the American Red Cross. [2+]

*Till Victory is Won: Black Soldiers in the Civil War.* Zak Mettger (Lodestar Books) 1994. A comprehensive view of black soldiers in the Civil War from primary sources, such as oral accounts, newspapers, letters, diaries and photos, shows how blacks and whites had different views concerning the purpose of the war. Relates the experiences of black and other ethnics groups during the period. Points out the divisions among whites as well. [8+]

*Unconditional Surrender: U.S. Grant and the Civil War.* Albert Marrin (Atheneum) 1994. Grant's life story and his role in the Civil War are told. [5-8]

*The Underground Railroad.* Raymond Bial (Houghton Mifflin) Photos of actual places and artifacts serve as a tribute to the thousands of people who slipped through the night on their way to freedom. [4+]

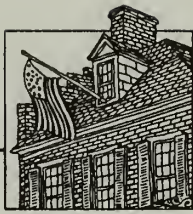
## *A Young Nation Divided: The Civil War*

### **Fiction**

*Bull Run.* Paul Fleischman (Harper/Collins Pub.) 1993. A short and moving book in which Northerners, Southerners, generals, couriers, dreaming boys, and worried sisters describe the glory, horror, thrill, and disillusionment of the first battle of the Civil War. [6+]

*Charlie Skedaddle.* Patricia A. Beatty (Morrow) 1987. Charley, a rough twelve-year-old boy from a Bowery gang, enlists as a drummer boy in the Union army to avenge his older brother's death at Gettysburg. Later, he deserts from the battle field. Through several events that test his mettle, Charlie becomes a brave young man. [6+]





## *A Young Nation Divided: The Civil War*

### **Non-Fiction (continued)**

*The Ghost Cadet.* Elaine Alphrin (Henry Holt and Co.) 1991. Twelve-year-old Benjy, who is in Virginia visiting the grandmother he had never met, meets the ghost of a Virginia Military Institute cadet who was killed in the Battle of New Market in 1864. The “ghost cadet” helps him recover his family’s treasured gold watch. [5-8]

*An Island Far From Home.* John Donahue (Carolrhoda) 1996. Twelve-year-old Joshua, whose father was killed at Fredericksburg, becomes a pen pal to a lonely, young Confederate prisoner of war. Joshua comes to understand the fine line between enemy and friend. [4+]

*The Killer Angels.* Michael Sheara (Random House) 1993. What was Robert E. Lee thinking as he looked at Gettysburg before one of the most decisive battles of the Civil War? Sheara tells this and more of the private triumphs and griefs of the battle in a fictional, but historically accurate, account. [8+]

*Letters from a Slave Girl: the Story of Harriet Jacobs.* Mary Lyons (Charles Scribner & Sons) 1992. This is a fictional story based on the autobiography of Harriet Jacobs. It describes in poignant detail, what African American women endured 150 years ago. The story takes place slightly before the Civil War, but underlines some of the war’s causes. [6+]

*The Perilous Road.* William Steele (Harcourt) 1958. A Tennessee mountain boy who hates the Yankees learns the real meaning of war when his older brother joins the Union army. [6+]

*Shades of Gray.* Carolyn Reeder (Macmillan) 1989. At the end of the Civil War, twelve-year-old Will has lost all his immediate family. He reluctantly leaves his city home to live in the Virginia countryside with his aunt and the uncle he considers a “traitor” because he refused to take part in the war. [7+]

*The Tamarack Tree: A Novel of the Siege of Vicksburg.* Patricia Clapp (Lothrop, Lee, & Shepard) 1986. An eighteen-year-old English girl finds her loyalties divided and all her resources tested as she and her friends experience the terrible physical and emotional hardships of the forty-seven-day siege of Vicksburg in the spring and early summer of 1863. [5-8]

*Thunder on the Tennessee.* G. Clifton Wisler (Lodestar) 1983. A Texas boy enlists as a Confederate soldier and learns the gritty, ugly reality of war. [6+]



## *A Young Nation Divided: The Civil War*

**Non-Fiction  
(continued)**

*Turn Homeward, Hannalee.* Patricia Beety (Morrow) 1984. Georgia mill workers are branded traitors to the Union and transported north to prevent the use of their skills by the Confederacy. This book illustrates the effects of the war on non-slave-owning working class people who fought for the Confederacy because they felt themselves to be Southerners. [6+]

## *America as World Power: The Spanish-American War*

**Non-fiction**

*The Spanish-American War: Imperial Ambitions.* Alden Carter (Franklin Watts) 1992. This chronicles the fourteen-week-war in 1898 between the United States and Spain over the liberation of Cuba. [5-9]

*The Story of the Rough Riders.* Zachary Kent (Childrens Press) 1991. A short, but thorough, narration of the Rough Riders' role in the Battle of San Juan Hill. This is one of the *Cornerstones of Freedom* series books. [5-7]

*The Story of the Sinking of the Battleship Maine.* Zachary Kent (Children's Press) 1988. This short, but attractive and complete, book discusses the mysterious sinking of the battleship "Maine" in the harbor of Havana, Cuba, and the subsequent involvement of the United States in the Spanish-American War. [5-8]

*Theodore Roosevelt Takes Charge.* Nancy Whitelaw (A. Whitman) 1992. This is the biography of the twenty-sixth President of the United States, from his sickly youth through his varied career as rancher, author, and politician. [5-8]

**Fiction**

*Papa tells Chita a Story.* Elizabeth Fitzgerald Howard (Simon and Schuster) 1996. A young African American girl shares a special time with her father as he tells her about when he was a soldier in Cuba during the Spanish-American War. [K-3]

## *Allies in a Global Struggle: World War I*

**Non-fiction**

*The Black Eagles: African Americans in Aviation.* Jim Haskins (Scholastic) 1996. The intriguing history of African American men and women who dared to pursue their dreams of careers in the field of aviation. [4-8]



## *Allies in a Global Struggle: World War I*

### **Non-fiction (continued)**

*Disaster of the Hindenburg.* Shelly Tanaka (Scholastic/Madison Press) 1993. The last voyage of the Zeppelin—or airship—*Hindenburg*, which crashed in flames at New Jersey's Lakehurst Naval Air Station in 1937. It also examines some possible causes of the disaster. [5+]

*First Flight: The Story of the Wright Brothers.* Richard Taylor (Franklin Watts) 1990. This is the story of how the Wright brothers developed the first airplane. Their achievement is placed in the context of the aeronautic technology of the time. [5-7]

*First World War.* John D. Clare, ed. (Gulliver) 1996. Photos and factual text put the First World War into context, examining challenges and changes that took place before, during, and after the war. [4-6]

*World War I.* Gail Stewart (Lucent Books) 1991. This book examines the United States role in World War I, including preparations for war, trench warfare, use of airplanes, major battles, and the results of the conflict. [6-9]

*Woodrow Wilson: 28th President of the United States.* David Collins (Garrett Educational Corp.) 1989. This is the biography of the statesman who grew up in the South during the Civil War and served as President of Princeton University, Governor of New Jersey, and then President of the United States during World War I. [4-8]

*The Yanks are Coming: The United States in the First World War.* Albert Marrin (Atheneum) 1986. America's role in the First World War is described here, and how our involvement changed the course of the war. [6-9]

## *Allies in a Global Struggle: World War I*

### **Fiction**

*After the Dancing Days.* Margaret Rostowski (Harper & Row) 1986. A forbidden friendship with a badly disfigured soldier in the aftermath of World War I forces thirteen-year-old Annie to redefine the word "hero" and to question the conventional ideas of patriotism. [7-10]

*A Long Way to Go.* Zibby Oneal (Viking) 1990. An eight-year-old girl deals with the women's suffrage movement that rages during World War I. [4-5]

*Good-bye, Billy Radish.* Gloria Skurzynski (Bradbury Press) 1992. In 1917, as the United States enters World War I, ten-year-old Hank sees change all around him in his western Pennsylvania steel mill town and feels his older, Ukrainian friend, Billy, drifting apart from him. [4-6]





## *Economic Crisis at Home: Between World Wars*

### **Non-fiction**

*1930s.* Ken Hills (Raintree/Steck Vaughn) 1992. The decade of the 1930s worldwide is explored in this volume. The Great Depression and other important events that occurred are included. This is part of the *Take Ten Years* series. [4-6]

*Children of the Dust Bowl: The True Story of the School at Weedpatch Camp.* Jerry Stanley (Crown) 1992. This is the moving story of migrant workers who traveled from the Dust Bowl to California during the Depression and were forced to live in a federal labor camp. The focus is the school built for the children of migrant workers. [5+]

*The Crash of '29 and the New Deal.* Bruce Glassman (Silver Burdett) 1986. An examination of American history begins with the roaring twenties and the disastrous stock market crash of 1929. Ends with financial rebuilding through the New Deal and World War II. [5+]

*The Great Depression.* R. Conrad Stein (Children's Press) 1993. This *Cornerstones of History* book describes the 1929 stock market crash and the events and effects of the Depression that followed, including the New Deal programs intended to restore the economy. [5+]

*The Red-Tail Angels: The Story of the Tuskegee Airmen of World War II.* Patricia and Frederick McKissack (Walker) 1996. Archival quality photos and text detail the challenges and accomplishments of the Tuskegee airmen, the only African American pilots to fight in World War II. [4+]

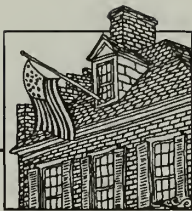
*The White House: Cornerstone of a Nation.* Judith St. George (Putnam and Sons) 1990. Some of the changes and events occurring over two centuries in the building that represents the power and ceremony of the Presidency are described in this attractive book. [6-9]

*Roll of Thunder, Hear My Cry.* Mildred Taylor (Dial Books) 1976. The Logans, a black family living in the South during the 1920s, are faced with prejudice and discrimination which the children don't understand. To save their home and land, Mr. Logan is forced to find work elsewhere while the rest of this close-knit family works hard at home. [5+]

*A Time of Trouble.* Pieter Van Raven (Scribner) 1990. Having crossed the country with his father during the Depression to find work in California, fourteen-year-old Roy encounters the cruel exploitation of the desperate, impoverished people pouring into the state by the Grower's Association. [6-8]

## *Economic Crisis at Home: Between World Wars*

### **Fiction**



## *The Continuing Global Struggle: World War II*

### **Non-fiction**

*America Goes to War: 1941.* John Devaney (Walker) 1991. Part of a World War II Series, this book uses brief personal vignettes to pinpoint dramatic and significant events concerning both political figures and ordinary people during the first year of America's involvement in World War II. [5-9]

*America in World War II: 1941.* Edward Dolan (Millbrook Press) 1991. The prominent events and personalities of 1941. A similar book by the same author is *America in World War II: 1943*. [4-6]  
*The Endless Steppe.* Esther Hautzig (Harper Junior) 1987. Set in Poland and Siberia during World War II, this book is based on the author's childhood and the harsh brutalities of a totalitarian regime. Useful when reflecting on the benefits of freedom. [6+]

*A Fence Away from Freedom: Japanese Americans and World War II.* Ellen Levine (Putnam's) 1996. Powerful lessons about discrimination, courage, and kindness are taught through this collection of oral histories. Japanese Americans, who were interned as children and young adults, recount their experiences. Biographical sketches and a map of camp sites are included. [4+]

*Flying Against the Wind: The Story of a Young Woman Who Defied the Nazis.* Ina R. Friedman (Lodgepole) 1996. The story of a real-life, non-Jewish girl who grows up in Nazi Germany. Defying Hitler's "master plan" and working actively for the restoration of individual rights and human dignity, she pays a terrible price for her convictions. [6+]

*Hiroshima: Fifty Years of Debate.* Robert Young (Dillon Press) 1994. Both sides of the issue of dropping the bomb are discussed in this thoughtful book. [6-10]

*Hiroshima No Pika.* Maruki Toshi (Lothrop, Lee, & Shepard) 1980. A retelling of a mother's account of what happened to her family during the "flash" that destroyed Hiroshima in 1945. [3-6]

*The Invisible Thread.* Yoshiko Uchida (J. Messner) 1991. Children's author, Yoshiko Uchida, describes growing up in Berkeley, California, as a nisei (a second generation Japanese-American), and her family's internment in a Nevada concentration camp during World War II. [4-9]

*Parallel Journeys.* Eleanor Ayer with Helen Waterford and Alfons Heck (Atheneum) 1996. A story of a young boy's blind obedience to Nazi ideals contrasted with a Jewish girl's desperate fear of Hitler provides an uplifting example of understanding between enemies leading to peace. [6+]



## *The Continuing Global Struggle: World War II*

### Non-fiction

*Pearl Harbor.* Wallace Black (Crestwood House) 1991. One of six books in the series entitled: *World War II: 50th Anniversary*. It details the anatomy of the raid on the U.S. Navy's Pacific Fleet that put America at war with Japan, and focuses on the reasons for America's surprise. [4-8]

*Pearl Harbor.* Nathaniel Harris (London: Dryad Press) 1986. This is part of a series, *A Day that Made History*, that details this important world event. [7-10]

*We are Witnesses: The Diaries of Five Teenagers Who Died in the Holocaust.* Jacob Boas, ed. (Holt/Scholastic) 1996. Words by five teenage diarists who died during the Holocaust help readers understand the Hitler could kill people but not the human spirit. This places Anne Frank in a fresh light. [6+]

*A World in Our Hands: In Honor of the 50th Anniversary of the United Nations.* Written, illustrated and edited by children (Tricycle) 1996. Text and art educate readers about the work of the UN and challenge readers to be better global citizens. [4+]

*A World War Submarine.* Richard Humble (P. Bedrick Books) 1991. Text and cutaway illustrations depict how a crew lived beneath the ocean in a submarine during World War II. [5-9]

*The Bomb.* Theodore Taylor (Harcourt Brace) 1996. Sorry, a sixteen-year-old boy, tries to prevent U.S. bomb testing on Bikini Atoll. Inspired by the author's own memories, a modern "Trail of Tears." [6+]

*My Daddy Was a Soldier.* Deborah Kogan Ray (Holiday) 1990. Young Jeanie recalls what her life was like in America during World War II. [3+]

*Hiroshima: A Novella.* Laurence Yep (Scholastic) 1996. Based on true accounts, this narrative that chronicles the dropping of the atomic bomb on Hiroshima and the effects on its citizens, especially twelve-year old Sachi. Describes the horrors and sadness as well as the courage and hope that result from war. [6+]

*Journey Home.* Yoshiko Uchida (Macmillan) 1992. On her family's release from Topaz concentration Camp, Yuki tries to adjust to a new treatment of Japanese Americans during World War II. See also Uchida's *Journey to Topaz* (Creative Arts Books) 1985. [4+]

## *The Continuing Global Struggle: World War II*

### Fiction





## *The Continuing Global Struggle: World War II*

### **Fiction (continued)**

*No Hero for Kaiser.* Rudolph Frank (Lothrop) 1986. Written after World War I in Germany, this is the tale of a Polish boy who learns of the turmoil and tyranny in his country. This book was banned and burned in Nazi Germany. [6+]

*The Last Mission.* Harry Mazer (Delacorte Press) 1979. Jack Rook leaves his boyhood behind when he uses a false ID and lies his way into the U.S. Air Corps. When he finds himself a prisoner on enemy soil, he begins to size up the misery around him. [6-9]

*Sadako and the Thousand Paper Cranes.* Eleanor Corr (Putnam) 1977. Sadako races against time to fold one thousand paper cranes to verify the legend that, by doing so, a sick person will become healthy. [3-6]

*Stepping on the Cracks.* Mary Downing Hahn (Clarion Books) 1991. In 1944, while her brother is overseas fighting in World War II, eleven-year-old Margaret gets a new view of the school bully, Gordy, when she finds him hiding his own brother, an army deserter, then decides to help. The essential questions about war—killing or not, fighting or not—surface with no clear answers, but with thoughtful discussion. [5-8]

*Summer of My German Soldier.* Bette Greene (Dial Press) 1973. A twelve-year-old lonely, Jewish girl shelters an escaped German prisoner and tries her best to hide the fact from her harsh parents. This sets in motion some shattering experiences for the girl in Arkansas, where the prisoner of war camp is located. [5-10]

## *A New Era at Home and Abroad: America After World War II*

### **Non-fiction**

*1950s.* Margaret Sherman (Raintree Steck-Vaughn) 1993. Another of the *Take Ten Years* series, such issues as the war in Korea, civil rights activities, and the Cold War are recounted. [4-6]

*Black Diamond: The Story of Negro Baseball Leagues.* Patricia and Frederick McKissack, Jr. (Scholastic) 1994. The story of black athletes tells how they were deprived of equal living and working conditions. [4+]

*The Korean War.* C. Carter Smith (Silver Burdette Press) 1990. The people, places and events surrounding the Korean Conflict are discussed in this attractive book. [5-8]



## *A New Era at Home and Abroad: America After World War II*

### **Non-fiction (contined)**

*Malcolm X.* Walter Dean Myers (Scholastic) 1993. This is the biography of the black leader and the circumstances that led to his espousing a call to arms. [6+]

*The Nation in Turmoil: Civil Rights and the Vietnam War (1960-1973).* Gene Brown (Twenty-first Century Books) 1993. Primary source materials cover major social and political events in United States history, including the civil rights movement, the Great Society, and the anti-war sentiment of the Vietnam era. [6-9]

*The Postwar Years: the Cold War and the Atomic Age.* Richard Steins (Twenty-first Century Books) 1993. Primary source materials cover postwar peace and isolationism, the growth of the fear of Communism, the Cold War, and new realizations about the atomic age. [5-9]

*Thirteen Days/Ninety Miles: the Cuban Missile Crisis.* Norman Finkelstein (J. Messner) 1994. The events and the personalities of this time in history when the world teetered on the brink of nuclear disaster are recounted. [8+]

*The U.S. Space Camp Book of Rockets.* (Morrow) 1994. The history of the United States Space program is told, including the Mercury Program, the Gemini Program and the Apollo Program, along with the information about space shuttles and space stations. [5-8]

*What I Had Was Singing: The Story of Marian Anderson.* Jeri Ferris (Carolrhoda) 1994. The Daughters of the American Revolution refused to allow Marian to sing at Constitution Hall because she was an African American. A biography and the story of how she broke down color barriers with dignity and talent. [4+]

*Freedom Songs.* Yvette Moore (Orchard Books) 1991. In the sixties, when Sheryl's Uncle Pete joins the Freedom Riders down South, she organizes a gospel concert in Brooklyn to help him. [7-9]

*The Gold Cadillac.* Mildred Taylor (Dial Books for Young Readers) 1987. Two black girls living in the North are proud of their family's beautiful new Cadillac until they take it on a visit to the South and encounter racial prejudice for the first time. [5-8]

## *A New Era at Home and Abroad: America After World War II*

### **Fiction**



## More Recent Events and General Materials

### Non-fiction

*Book of Great American Documents.* Vincent Wilson, Jr. (American History Research Associates) 1987. A teacher resource features an impressive collection of primary sources. [4+]

*Ethnic Conflicts in Schools.* Susan Banfield (Enslow) 1996. Ethnic conflict is examined through both historic and current examples. Successful conflict resolution programs are featured as models for addressing diversity issues in schools and communities. [4+]

*Genocide: The Systemic Killing of a People.* Linda Jacobs Altman (Altman) 1996. Genocide is apparent throughout history, from the killing of Native Americans to mass murder in Rwanda. Presenting facts and survivors' recollections, this book offers insight into the meaning and psychology of genocide. Stresses the need for tolerance and acceptance among people. [6+]

*The Foot Soldier* and its companion, *The Horse Soldier.* Martin Windrow and Richard Hook (Oxford) 1988. Clear and entertaining discussions of two kinds of fighting men throughout history are included. [6+]

*The Land I Lost.* Huynh Quang Nhuong (Harper) 1986. This is the autobiography of a boy born and raised in a small Vietnamese village with stories of his family and neighbors—people and animals. [4+]

*Ghandi.* Leonard Everett Fisher (Atheneum) 1996. The book is an introduction to this powerful man and his message. [4-6]

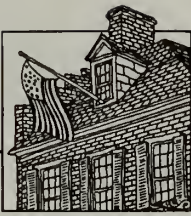
*Historical Atlas of the United States.* (National Geographic Society) 1989. This is a comprehensive atlas of U.S. History with a geographic perspective. Thematic sections include the land, people, boundaries, economy, networks, and communities. [4+]

*Martin Luther King.* Rosemary L. Bray (Greenwillow) 1996. Enhanced with folk-art paintings, a portrait of a leader and a journey of the civil rights movement is provided. [K-5]

*Martin Luther King, Jr.* Robert Jakoubek (Chelsea House) 1989. This illustrated biography of the great civil rights leaders is one of a series on notable African Americans. [6+]

*Soul of America, Documenting Our Past, 1492-1974.* Robert C. Baron (Fulcrum, Inc.) 1989. This is an excellent reference, with more than 100 speeches and documents from U.S. history. [4+]





## More Recent Events and General Materials

### Non-fiction (continued)

*Strike! The Bitter Struggle of American Workers from Colonial Times to the Present.* Penny Colman (Milbrook) 1996. The history of the U.S. labor movement and conflict within the nation is outlined. [4+]

*Talking Peace: A Vision for the Next Generation.* Jimmy Carter (Dutton) 1996. A discussion of the contributions that individuals, especially young adults, can make to peace is recommended reading. [6+]

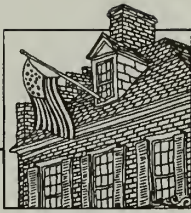
*The American Reader, Words that Moved a Nation.* Diane Ravitch, ed. (Harper Collins) 1990. Essays, speeches, songs and poems offer a chronological arrangement of American heritage writings from the 1600s to the present. [4+ ]

## More Recent Events and General Materials

### Fiction

*Captain Blackman.* John A. Williams (Thunder Mouth Press) 1972. Captain Abraham Blackman, US Army, is a black soldier fighting in the Vietnam Conflict. A wounded Blackman drifts in and out of a coma, hallucinating about the role of the black soldier, past and present. Based on extensive research, the book provides the story of the soldier fighting in the American Revolution, the Battle of New Orleans, the Civil War, the Indian Wars, the Spanish-American War and both World Wars. Contains expletives. [10+]

*The Wall.* Eve Bunting (Clarion) 1990. A young boy and his father visit the Vietnam Veterans Memorial in this moving, low-key picture book. [3+]



## Other Supplemental Materials

### *National Park Service (NPS)*

A diverse set of videos and films has been produced for the NPS. For a complete list of audio-visual materials for sale or rent, write to The Harpers Ferry Historical Association, P.O. Box 197, High St., Harpers Ferry, WV 15425 or call 304-535-6881.

NPS also has a wealth of printed information on historic sites within the park system:

*The National Parks: Index* provides a brief description of all national parks. Organized by state, sites of historical significance are noted.

A fold-out map, the *National Park System Map and Guide*, lists activities and facilities for visitors at over 300 parks, monuments, and historic sites.

NPS Handbooks, more detailed introductions to natural and historic places administered by the NPS, provide informative reading on specific National Historic Landmarks located within the park system.

Some NPS publications can be obtained by visiting a NPS site. All can be purchased by mail from the U.S. Superintendent of Documents. For a complete listing of titles and prices, request the free *Publications from the National Park Service*, write to the Division of Publications, Sales Information Desk, National Park Service, Harpers Ferry, WV 25425-0050 or call 304-535-6018.

For publications and audiovisual materials on preserving historic properties, order the free *Caring for the Past: Preserving, Rehabilitating, & Restoring Historic Buildings* write to: the Heritage Preservation Services Information Desk, National Center for Cultural Resource Stewardship and Partnerships, P.O. Box 37127, Washington, DC 20013-7127.

Teachers and community leaders interested in grassroots, volunteer activities, may want to order *Preserving Our National Heritage: A Stewardship Guide for Public Resources*. Developed for the Take Pride in America campaign, this 14 pp. book offers valuable tips on organizing a project including fund raising and public relations. For a free copy, write to Take Pride in America, P.O. Box 1339, Jessup, MD 20794-1339.



## *National Trust for Historic Preservation (NTHP)*

A private, nonprofit organization chartered by Congress to encourage public participation in preservation, NTHP publishes books, posters, etc. through the Preservation Press. For specific information on sales items and how to order, call 202-673-4058 or toll free 800-677-6847. Write: The Preservation Press, NTHP, 1785 Massachusetts Ave, NW, Washington, DC 20036.

*Teaching with Historic Places* is an award-winning educational program cooperatively developed by the National Park Service and the National Trust for Historic Preservation. It uses the buildings, sites, districts, structures, and objects listed in the National Register of Historic Places to document our historical experiences and cultural expressions. A series of ready-to-use lessons plans are offered at a low cost for use in the classroom:

### *The American Revolution*

**The Battle of Bunker Hill: Now We Are at War (#42)**

**Guilford Courthouse: A Pivotal Battle in the War for Independence (#32)**

### *Civil War*

**Andersonville: Prisoner of War Camp (#11)**

**The Battle of Stones River: The Soldiers' Story (#40)**

**Chatham Plantation: Witness to the Civil War (#45)**

**Choices and Commitments: The Soldiers at Gettysburg (#44)**

**Clara Barton's House: Home of the American Red Cross (#27)**

**First Battle of Manassas: An End to Innocence (#12)**

**Fort Pickens and the Outbreak of the Civil War (#38)**

### *World War I*

**Herbert Hoover: Iowa Farm Boy and World Humanitarian (#34)**

**Woodrow Wilson: Prophet of Peace (#14)**

### *World War II*

**Attu: North American Battleground of World War II (#7)**

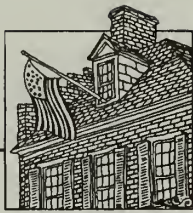
**Remembering Pearl Harbor: The USS Arizona Memorial (#18)**

### *Cold War*

**Thaw in the Cold War: Eisenhower and Khrushchev at Gettysburg (#29)**

For a complete list of lesson plans, prices, and information about other aspects of this excellent program, write: National Trust for Historic Preservation, 1785 Massachusetts Ave., NW, Washington, DC 20036.





## PBS Video

A department of the Public Broadcasting Service, PBS Video offers a catalog of videos covering a broad range of subjects including history, science, and much more. For a catalog of videos that can be rented or purchased, call toll-free 800-424-7974 or write: PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698. A sampling of the PBS videotapes available:

*D-Day.* 1994. A chronicle of one of the most dramatic events of World War II told through the voices of people who participated in the planning and execution of the invasion at Normandy. Stories are woven together with footage and photographs, many never before seen. 60 min. [9-12]

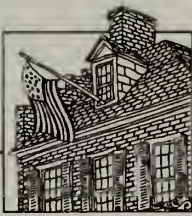
*The Battle of the Bulge.* 1994. Hitler's desperate gamble in December of 1944 almost changed the course of the war. His surprise attack forced the biggest mass surrender of American soldiers since Bataan. The allied counterattack was ultimately successful but incredibly costly—more than 80,000 Americans were killed, wounded or captured. Hear the story from the soldiers who were there. 90 min. [9-12]

*Road to War: American Decision Making during the Gulf Crisis.* 1993. An inside look and historical perspective on how the U.S. responded to the Gulf crisis—how U.S. leaders evaluated data, how and why decisions were reached and policies implemented. Shows how the crisis was managed on a day-to-day basis. 147 min. [9-12]

*The Great War—1918.* 1990. Chronicles the story of the American soldiers in the closing battle of WWI as it was told through the letters and diaries of fighting men. Also features French and American veterans and nurses who recount their experiences in the war. 60 min. [9-12].

*V for Victory: Pearl Harbor to Midway.* 1991. Dramatic film footage of the disastrous Pearl Harbor attack. Recounts the advance of the Japanese, the significance of the Battle of the Coral Sea and the pivotal Battle of Midway as the beginning of the turning tide in favor of the U.S. 45 min. [6-12]

*WW II—The Home Front: Mood Indigo—Blacks and Whites and Its been a Long, Long Time.* 1990. Wartime newsreels in Part I reveal that the WW II American home front is as racially segregated as the US. Armed Forces. Black civilians continue to back the war effort, however, and black servicemen continue to distinguish themselves overseas. Part II chronicles the wars end with the dramatic explosion of two atomic bombs. The massive war industry is shut down and millions in the armed forces are demobilized. The GI Bill, the baby-boom, and a new materialism sweeps millions into mass-produced suburbs. 30 min. for each part. [9-12]



*WW II—The Home Front: On the Shady Side of the Street and Right in Der Fuehrer's Face.* 1990. In wartime America, large numbers of young people leave home for military service or work in war plants, sowing the seeds of a sexual revolution. Part I documents the trend away from traditional moral concerns. The American Government enlists the skills of Hollywood, Tin Pan Alley and Madison Avenue during Part II to grind out propaganda for domestic consumption. Hitler and his cohorts are depicted as diabolical villains, while feelings against Japanese Americans lead to the internment of hundreds of civilians. *30 min. for each part.* [9-12]

*WW II —The Home Front: Sacrifice and Shortages and a String of Pearls.* 1990. Part I examines how Americans cope with food and gas rationing and shortages of cigarettes and nylons. There were victory gardens, scrap drives, the black market and the first national income tax. Patriotic women answering the call to duty—in the armed forces, factories and shipyards—is the focus of Part II. Despite condescension and prejudice, women win a permanent place in the American military, but soon discover that the men in charge consider the major change only temporary. *30 min. for each part.* [9-12]

*WW II—The Home Front: While the Storm Clouds Gather and Praise the Lord and Pass the Ammunition.* 1990. America emerges from the Depression. Radio provides the nightly entertainment as well as news from the foreign war zones in Europe and Asia. While most Americans want to stay out of the war, they support the President's lend-lease program, the peacetime draft, and the new defense industry. Part II focuses on the Pearl Harbor attack by the Japanese. Within a few short months, the nation is mobilized and transformed with fifteen million civilians in the military. Production of civilian goods is reduced and most factories convert to war manufacturing. *30 min. for each part.* [9-12]



## *The American Educational Film and Video Center*

A committee of educators review films and videotapes from PBS and many other sources for technical quality and content accuracy. Items that pass muster are listed in a free catalog distributed by the center. For a listing of recommended titles, write: The American Educational Film and Video Center, Eastern College, 10 Fairview Drive, St. Davids, PA 19087-3696. A sampling of videos from the 1996 catalog are noted below. The center neither rents nor sells these videos. Check your local library or contact the source identified at the end of each title.

*A Little Rebellion Now and Then.* 1987. Shay's Rebellion in Massachusetts was typical of the unrest that led to the Continental convention of 1787. Depicted here is the rift between the cash-poor majority and the merchant and government elite. Set in historic locations, the video dramatizes the rebellion and the related Constitutional issues. 30 min. [6-12] Churchill Media, 6901 Woodley Ave., Van Nuys, CA 91406.

*Breaking the Colonial Ties: Declaration of Independence.* 1991. An explanation why some colonists opposed a break with the Crown. Explores the position of women, Native Americans, and slaves in the debate. 20 min. [4-12] One of several videos in the series *Colonial and Founding Period*. Other titles that may be of interest include:

*Colonizing North America: Early Settlements*  
*Colonial America: Life in the Maturing Colonies*  
*Remaking Society in the New Nation*  
*Fighting for Independence: The Revolutionary War*

Contact: Encyclopedia Britannica Educational Corporation,  
Britannica Centre, 310 South Michigan Ave., Chicago, IL 60604

*America's Transcontinental Railroad.* 1993. Through dramatic reenactments, period photography, modern-day footage, music and art of the 1800s, an examination of how America's transcontinental railroad conquered the western frontier. Viewers get an inside look at events and social conditions that led to construction. Meet the entrepreneurs who financed the project and learn about the crews that endured hardship to lay down the ties. 27 min. [4-12] Barr Media Group, 12801 Schabaram Ave., P.O. Box 7878, Irwindale, CA 91706-7878





*Indians of the Upper Mississippi.* 1993. A series of three half-hour videotapes that focus on the *Culture, History* and *Politics* of two Native American tribes who remain on their ancestral land. How clever political maneuvering on the part of these Native Americans enabled them to gain federal protection of their land without federal domination. What lessons they had learned from the past and how they are striving to save their language, crafts, arts and traditions. [4-12] Centre Communications, 1800 30th St., Suite 207, Boulder, CO 80301.

*Kitty Hawk to Paris: The Heroic Years.* 1976. The Wright Brothers' successful takeoff in 1903, the early barnstormers who pioneered airmail delivery, WW I combat, and Lindbergh's trans-Atlantic flight are all part of this rich chronicle of early aviation. 29 min. [6-12] Coronet MTI Films & Video, Simon & Schuster Bldg., 4350 Equity Drive, Columbus, OH 43228.

## Primary Source Media

Primary source materials—letters, diaries, photographs, speeches, and even film footage—provide a window to the past that is increasingly accessible for the classroom. Check what materials are already provided in textbooks and the school library. Primary Source Media is a commercial provider of these materials. *Its American Journey: History in Your Hands* is a CD-ROM series that brings together a wealth of materials on American History topics. Samples of discs available for purchase include:

*The American Revolution*  
*Westward Expansion*  
*The Civil War*  
*The African-American Experience*  
*The Hispanic-American Experience*  
*Women in America*

Call the sales department at 800-444-0799 for more details.

## Other Sources

State tourist agencies and local chambers of commerce publish a wealth of free brochures, guidebooks, and walking tour maps.









## DATE DUE

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